DOCUMENT RESUME

ED 132 930 HE 008 494

TITLE	Regents External Degrees. College Proficiency Examinations.
INSTITUTION	State Univ. of New York, Albany.
PUB DATE	75
NOTE	273p.; Not available in hard copy due to marginal legibility of original document
AVAILABLE FROM	College Proficiency Examination Program, State Education Department, Albany, New York 12230
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Achievement Tests; Associate Degrees; Bachelors Degrees; Business Administration; Credits; *Degree Requirements; *Equivalency Tests; *External Degree Programs; Grading; Health Education; Higher Education; *Independent Study; Nursing; Program Costs; Reading Instruction; Second Language Learning; Teacher Education; *University Extension
IDENTIFIERS	New York; *Regents External Degrees

ABSTRACT

Information on both Regents External Degrees and the College Proficiency Examination Programs for the State of New York is presented in a single catalog. Part One on the Regents External Degrees covers general information on accreditation, degrees offered, enrollment, credit, grading, status reports and transcripts, costs, counseling, and the Serviceman's Opportunity College (SOC). It also details the programs for associate and bachelor degrees in art, science, nursing, and business administration. Part Two deals with the Regents Credit Bank. In Part Three the College Proficiency Examinations Program is introduced, and Part Four covers general information and methods of preparation on the examinations for both programs. The last section gives examination descriptions for the following: arts and sciences, criminal justice, bachelor of science in business administration, education, reading, foreign languages, health education, nursing sciences, and associate in nursing. Other independent study programs are also reported. (LBH)

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college proficiency examinations

regents external degrees

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THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University *(with years when terms expire)*

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1980 Joseph T. King, LL.B. . . . . Shelter Island
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1984 Jorge L. Batista, J.D. . . . . Bronx
1982 Louis E. Yavner, LL.B. . . . . New York

President of The University and Commissioner of Education
Ewald B. Nyquist

Executive Deputy Commissioner of Education
Gordon M. Ambach

Regents External Degrees
The University of the State of New York
99 Washington Avenue
Albany, New York 12230

College Proficiency Examination Program
State Education Department
99 Washington Avenue
Albany, New York 12230

The programs, specifications, fees, and requirements described in this publication are subject to such change as the Regents External Degree and College Proficiency faculty and program staff deem necessary.

(see inside back cover for correspondence directory)

REGENTS EXTERNAL DEGREES

COLLEGE PROFICIENCY EXAMINATIONS

The University of the State of New York
Albany, New York
1975

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HOW TO USE THIS CATALOG

This catalog is designed to provide information on both Regents External Degrees and the College Proficiency Examination Program. Since you may be interested in only one of the programs, it may not be necessary for you to read the entire catalog. The following suggestions should serve as a guide to those sections that will assist you most:

1. Read through the Table of Contents for an overview of the information contained in the catalog.

2. If you are primarily interested in obtaining an external degree. . .

   a. First read the "Introduction" and "General Information" sections in Part I — The University of the State of New York Regents External Degrees. These sections provide important information which applies to all Regents External Degrees.
   b. Turn to the "Degree Programs" section, which contains a detailed description of each of the Regents External Degrees. Read the requirements for the degree program in which you are interested, as well as the listing of possible courses and examinations which can be applied toward satisfying the requirements for that degree. These lists appear in the concluding pages of each degree description.
   c. If you plan to satisfy degree requirements by means of Regents External Degree or College Proficiency Examination Program tests, see number 3 below.

3. If you are primarily interested in taking proficiency examinations. . .

   a. Read "Part III — The New York College Proficiency Examination Program" and "Part IV — The New York College Proficiency Examinations and The Regents External Degree Examinations."
   b. Turn to "Part V — Examination Content Descriptions" and read the content descriptions of those examinations in which you are interested.

4. If you are not primarily interested in enrolling in a Regents External Degree at this time, but do want an evaluation and consolidation of your educational records, read "Part II — The Regents Credit Bank." You should also read the "Approaches to Earning Credit" section in Part I, since this section also applies to the credit bank.

5. *Review the Table of Contents* to see if there are any other sections that may be of interest to you, and read accordingly.

FOREWORD

Since 1963 New York State's College Proficiency Examinations have enabled people to earn college credits for knowledge gained outside the college classroom. Building on the principles of this program, the Board of Regents of The University of the State of New York inaugurated the Regents External Degrees in the winter of 1970. They did so in order to provide educational opportunity to men and women who, for one reason or another, are unable to attend college on a regular basis long enough to obtain a degree.

The Regents recognize that many people learn a great deal through independent study, on-the-job training, or through courses taken while serving in the armed forces. Individuals employed in hospitals, law enforcement agencies, government, and private industry, have worked hard to advance themselves, and in doing so have acquired college-level knowledge and competencies. The Regents External Degrees and College Proficiency Examinations, open to all, are designed to recognize such achievement.

And the programs have been a success. Several thousand graduates from all walks of life and from every state in the Union, have earned the college degree they could not have received otherwise. This recognition by the Regents, moreover, has stimulated many of them to continue their education at traditional institutions of higher learning. Others have received promotions at their work, gained admission to New York's registered nurse licensure examination, or insured their positions as members of the officer corps in the United States military through College Proficiency Examinations and Regents External Degrees. All of this has been done with the cooperation, support, and guidance of the post-secondary education community in this State. The Board of Regents and the faculties of New York's colleges and universities, acting together, are meeting the needs of people.

We solicit your advice and your interest, and we invite your participation in the College Proficiency Examination and Regents External Degree Programs.

Ewald B. Nyquist

Ewald B. Nyquist
President of The University of
the State of New York and
Commissioner of Education

THE UNIVERSITY OF THE STATE OF NEW YORK

The University of the State of New York, established by the New York State Legislature in 1784, is the oldest state educational agency in the United States. Presided over by the Board of Regents and administered by the Commissioner of Education who serves as its president, The University of the State of New York includes all public and private colleges and universities, elementary and secondary schools, libraries, museums, historical societies, and other educational agencies in the State. The University offers no instructional programs on its own behalf, and has no faculty, students, or campus of its own; yet students of every age and all educators are integral parts of The University, and the entire State is its campus. The most unified and comprehensive educational system in America, The University of the State of New York is designed to marshal the vast resources of the State and use them wisely and economically to enlarge and improve educational, professional, and cultural opportunities.

The Board of Regents of The University of the State of New York determines the State's educational policies, establishes standards for maintaining quality in the schools, incorporate colleges and universities, approves and supervises academic programs leading to college degrees, licenses and establishes standards for most professions, and confers diplomas and degrees. Because of its extensive experience in the evaluation of colleges and their curriculums, the Board of Regents is recognized as an official accrediting agency by the United States Office of Education. The Regents have a central role in education in New York State and under their supervision and leadership major steps have been taken to expand post-secondary educational opportunity. In a society which increasingly demands academic credentials as proof of competency, the Regents recognize that methods must be developed to acknowledge the accomplishments of those who have acquired college-level knowledge and skills by means other than traditional classroom study.

TABLE OF CONTENTS

How to Use This Catalog iii

Foreword iv

The University of the State of New York v

PART I — REGENTS EXTERNAL DEGREES 1

Introduction 1
General Information 3
Accreditation 3
Degrees Offered 3
Enrollment 7
Approaches to Earning Credit 8
1. College Courses 9
2. Proficiency Examinations 9
New York College Proficiency Examination Program (CPEP) 10
Regents External Degree Examinations 11
College-Level Examination Program (CLEP) 11
College Entrance Examination Board Advanced Placement Examinations . . . 13
Graduate Record Examinations (GRE's) 14
Undergraduate Program (UP) Field Tests 15
United States Armed Forces Institute (USAFI) and Defense Activity for Non-Traditional Education Support (DANTES) 16
3. Military Service School Courses 17
4. Evaluated Noncollegiate Programs 19
5. Special Assessment 20
Duplication of Credit 21
Grading 22
Status Reports and Transcripts 23
Transcript Request Procedures 24
Costs 24
Candidate Counseling 26
High School Equivalency Diploma 28
Serviceman's Opportunity College (SOC) 28
How to Earn a Regents External Degree: Enrollment and Degree Completion Procedures 29
Degree Programs 32
The Associate in Arts Regents External Degree 32
Degree Requirements 33

Methods of Satisfying Degree Requirements . . . 33
Medical Laboratory Technician – MLT (ASCP) Certification . . . 36
Approved Examinations for Fulfilling the Associate in Arts and Associate in Science Regents External Degree Requirements . . . 38
Sample Status Report . . . 42
Regents External Degree Committee on Associate in Arts . . . 44
The Associate in Science Regents External Degree . . . 45
Degree Requirements . . . 46
Methods of Satisfying Degree Requirements . . . 46
Approved Examinations for Fulfilling Regents External Degree Requirements . . . 49
Medical Laboratory Technician – MLT (ASCP) – Certification . . . 49
Sample Status Report . . . 51
Regents External Degree Committee on Associate in Science . . . 53
Associate Regents External Degrees in Nursing . . . 54
Philosophy and Objectives . . . 54
Program Information . . . 55
Accreditation . . . 55
Comparison of the Two Associate Degrees in Nursing . . . 56
Degree Requirements . . . 58
Methods for Satisfying General Education Requirements . . . 58
The Nursing Component . . . 63
Guidelines for Requesting Waiver of Regents External Nursing Examinations . . . 64
Grading . . . 67
Approved Examinations for Fulfilling Associate in Nursing Regents External Degree Requirements . . . 68
Sample Status Reports . . . 74
Regents External Degree Committee on Associate Degrees in Nursing . . . 76
Bachelor of Arts Regents External Degree . . . 77
Program Options . . . 77
Degree Requirements . . . 78
Methods of Satisfying Degree Requirements . . . 78
Approved Examinations for Fulfilling the Bachelor of Arts and Bachelor of Science Regents External Degree Requirements Classified by Level . . . 84
Sample Status Report . . . 90
Regents External Degree Committee on Bachelor of Arts . . . 92
Bachelor of Science Regents External Degree . . . 93
Program Options . . . 93
Degree Requirements . . . 94
Methods of Satisfying Degree Requirements . . . 96
Approved Examinations for Fulfilling the Bachelor of Science Regents External Degree Requirements . . . 100
Sample Status Report . . . 101
Regents External Degree Committee on Bachelor of Science . . . 103
The Bachelor of Science (Business Administration) Regents External Degree . . . 104
Grading . . . 105

The General Education Component 105
The Business Component 107
Requesting Waiver of Regents External Degree Business Examination 110
Approved Examinations for Fulfilling the Bachelor of Science (Business Administration) Regents External Degree Requirements 115
Sample Status Report 119
Regents External Degree Committee on Bachelor of Science (Business Administration) 122
Advisory Board of The University of the State of New York's Regents External Degrees 123

PART II – THE REGENTS CREDIT BANK 124

PART III – THE NEW YORK COLLEGE PROFICIENCY EXAMINATIONS PROGRAM 127

The Examinations 128
Use of College Proficiency Examinations 130

PART IV – THE NEW YORK COLLEGE PROFICIENCY EXAMINATIONS AND THE REGENTS EXTERNAL DEGREE EXAMINATIONS 132

General Information 132
Application Procedure 132
Test Administration 132
Out-of-State Testing 132
College Proficiency and Regents External Degree Examinations Credit 133
Fees 134
Grading 135
Examination Format 136
Use of the Examinations – Credit Granting Policies 136
College Credit Granting Policies Concerning College Proficiency Examinations and Regents External Degree Examinations 136
New York State Teacher Certification 137
New York City Teacher Licensure 138
Salary Credit for Professional Educators 138
New York State Civil Service 138
Out-of-State Colleges, Departments of Education, and Institutions 139
Methods of Preparation 139
Examination Content Descriptions 139
College Proficiency Examination and Regents External Degree Examination Study Aids 139
Libraries 140
Other Learning Resources 140

Review Checklist of Steps in Taking College Proficiency or Regents External Degree Examinations 141

PART V – EXAMINATION CONTENT DESCRIPTIONS 144
Alphabetical Listing of Examinations 144
Arts and Sciences 146
African and Afro-American History 146
American History 149
American Literature (Beginnings to Civil War) 150
American Literature (Civil War to Present) 152
Anatomy and Physiology 154
Applied Music 160
Biology 162
Earth Science 166
European History 167
Freshman English 170
Shakespeare 172
Criminal Justice 174
Introduction to Criminal Justice 174
Criminal Investigation 175
Bachelor of Science (Business Administration) 177
Accounting (Level I) 177
Accounting (Level II) 178
Accounting (Level III) 179
Finance (Level I) 180
Finance (Level II) 181
Finance (Level III) 183
Management of Human Resources (Level I) 185
Management of Human Resources (Level II) 186
Management of Human Resources (Level III) 187
Marketing (Level I) 188
Marketing (Level II) 189
Marketing (Level III) 190
Operations Management (Level I) 191
Operations Management (Level II) 193
Operations Management (Level III) 194
Business Environment and Strategy 195
Education 197
Educational Psychology 197
History of American Education 199
Philosophy of Education 200
Professional Preparation (Teaching Methods) 202
Reading 203
Reading Instruction in the Elementary School 204
Corrective and Remedial Instruction in Reading 206

Diagnosis and Remediation of Reading Problems 208
Foreign Languages 209
Foreign Languages – French, German, Italian, Russian, Spanish 209
Health Education 213
Health Education I: Personal Health – Physical Aspects 214
Health Education II: Personal Health – Emotional-Social Aspects 216
Health Education III: Public – Environmental Health 217
Nursing Sciences 219
Fundamentals of Nursing 220
Maternal and Child Nursing, Associate Degree Level 221
Maternal and Child Nursing, Baccalaureate Level 224
Medical-Surgical Nursing 227
Adult Nursing 228
Psychiatric – Mental Health Nursing 230
Associate in Nursing Regents External Degree Examinations 235
Nursing Health Care 235
Commonalities in Nursing Care – Area I 237
Commonalities in Nursing Care – Area II 240
Differences in Nursing Care – Area I 242
Differences in Nursing Care – Area II 244
Differences in Nursing Care – Area III 245
Occupational Strategy (Nursing) 247
Clinical Performance in Nursing 248

Other Independent Study Programs 251
Members of the Staff: Regents External Degree Program – College Proficiency Examination Program 256
Order Form for College Proficiency Examination and Regents External Degree Examination Study Guides 258

PART I

REGENTS EXTERNAL DEGREES

Introduction

In September 1970, Ewald B. Nyquist proposed the idea of the Regents External Degree at his inauguration as President of The University of the State of New York and Commissioner of Education. The Board of Regents endorsed the proposal and created the Regents External Degree Program to enable independent students with college-level knowledge to earn a degree without attending college. This expanded educational opportunity marks a new departure for the Regents and The University.

The Regents External Degree is a truly "external" degree; it is awarded by a university which evaluates a student it has not directly taught. The University of the State of New York has no campus, resident faculty, or students in the traditional sense. It publishes its requirements and awards a degree to anyone who can meet them. There are no requirements of admission, residence, or age, and the methods of preparation are not prescribed. Degree requirements can be satisfied in several ways. No classroom attendance is required and no instruction is provided.

Building upon the principles and experiences of the College Proficiency Examination Program, outstanding faculty and administrators from New York State's public and private higher education institutions, and business and civic leaders work with testing specialists to establish Regents External Degree requirements. They determine how these requirements can be met and, where necessary, develop examinations which can be used to satisfy degree requirements. Generous support has been received from the Carnegie Corporation, the Ford Foundation, and the Kellogg Foundation to develop Regents External Degrees. Since 1971 enrollment has been opened in programs leading to Associate in Arts, Associate in Science, Associate in Applied Science (nursing), Associate in Science (nursing), Bachelor of Arts, Bachelor of Science, and Bachelor of Science (business administration) Regents External Degrees. By the end of 1974, more than 2,000 candidates in the six Regents External Degree programs had received their degrees.

Almost half of those enrolled in Regents External Degrees reside out of state or on military bases throughout the world. In order to meet their needs and to provide assessment instruments and placement tests for out-of-state colleges and universities, Regents External Degree Examinations and College Proficiency Examinations are given routinely at military bases at home and abroad, and in a number of states outside New York, under contractual arrangements.

Many types of educational activities are encouraged and may be used to satisfy Regents External Degree requirements. Among these are college courses taken at accredited institutions either on campus or through correspondence, proficiency examinations, study under the auspices of the United States Armed Forces Institute or DANTES, and military service school courses. Requirements can also be met through certain noncollegiate study programs offered by police and civil service agencies or business and industry, and through Special Assessment of college-level knowledge gained by experience. Oral, written, and performance Special Assessment examinations will be used by the Regents External Degree Program to assess on-the-job experience and literary, artistic, or musical skills, as well as other academic areas where existing proficiency tests are not appropriate.

Candidates for Regents External Degrees are reviewed by the faculty committee which oversees the degree program in which they are enrolled; those who have met the requirements are recommended to the Board of Regents for conferral of the degree by The University of the State of New York.

In this catalog, information on Regents External Degrees is divided into two categories: (1) General Information and (2) Degree Programs. The General Information section contains those items of information which apply to all Regents External Degree programs of study. Included are statements on enrollment procedures, fees, and the grading system; testing agencies, collegiate institutions, and military programs through which credit may be earned for a Regents External Degree are also noted. In addition, a step-by-step outline of how to proceed through a degree program is provided.

The Degree Programs section contains a detailed description of each of the available Regents External Degrees. The requirements for each degree and the specific means of satisfying the requirements are included. The General Information section describes the different methods through which Regents External Degree credit can be earned; listings of individual courses and examinations which can be applied toward satisfying the requirements for each degree can be found in the listings of approved examinations for fulfilling Regents External Degree requirements after each degree description.

The information contained in the General Information section should be reviewed along with the material related to the degree program(s) of particular interest. Candidates should use this information as a guide to understanding the Regents External Degree concept, and as a reference for purposes of completing a Regents External Degree program of study.

GENERAL INFORMATION

ACCREDITATION:

The University of the State of New York Regents External Degree Program has been accepted as a candidate for accreditation by the Middle States Commission on Higher Education. As indicated on page v, the Board of Regents of The University of the State of New York is an accrediting body for collegiate programs in its own right.

REGISTERED NURSE LICENSURE:

The Regents External Associate Degree in Nursing will qualify graduates to take the New York State Registered Nurse Licensure Examination.

CERTIFIED PUBLIC ACCOUNTANT EXAMINATION:

Graduates of the Regents External Bachelor of Science (business administration) Degree with an accounting concentration are eligible to take the Certified Public Accountant (CPA) Examination in New York State.

AMERICAN ASSEMBLY OF COLLEGIATE SCHOOLS OF BUSINESS:

The Regents External Bachelor of Science (business administration) Degree Program holds membership in the Assembly of Collegiate Schools of Business.

DEGREES OFFERED:

Since 1972, more than 2,500 people have earned Regents External Degrees, and well over 7,000 others are working toward that goal. The Regents now offer seven external degrees, four on the associate level and three on the baccalaureate level:

- Associate in Arts
- Associate in Science
- Associate in Applied Science (nursing)
- Associate in Science (nursing)
- Bachelor of Arts
- Bachelor of Science
- Bachelor of Science (business administration)

Brief descriptions of each degree follow. More detailed information appears in the extended degree descriptions following the "General Information" section of this catalog.

Associate in Arts Degree

This degree is comparable in its content to a liberal arts degree offered at a two-year or community college. It is made up of 60 hours of course work or its equivalent, with at least 48 hours in the liberal arts, including a distribution of credits among these three areas:

- humanities
- natural sciences and mathematics
- social sciences

The remaining credits are electives which can be earned in any college-level subjects.

The Associate in Science Degree

This degree is very similar in content to the Associate in Arts Degree, except that one half of the 60 credit-hour total must be earned in the liberal arts, while the remaining half may be in any elective areas of college-level study. The 30 credits in the liberal arts must include a distribution among the three broad areas of the humanities, the social sciences, and the natural sciences or mathematics.

The Associate in Science degree is designed especially for those whose interest or educational backgrounds lie in technical, professional, or occupational subjects. If you wish to develop a concentration in a specific subject area, especially one that is career-related, you can do so by planning your selection of courses within the flexible structure of the A.S. degree. The degree requirements themselves specify no "major."

Associate in Applied Science (nursing) Degree

This degree assesses the content comparable to that of a typical two-year nursing degree program offered by a college. Most people working toward the A.A.S. degree in nursing probably already have a background in some form of health care service, as an LPN, LVN, or RN (graduate of a hospital diploma school), a corpsman, a nursing attendant, etc.; however, this kind of background is not absolutely necessary.

In order to earn a nursing degree, you must fulfill the requirements in two components: general education and nursing.

GENERAL EDUCATION. This requires at least 10 one-semester courses or their equivalent, including a distribution of credits among the following areas:

- humanities
- social sciences
- natural sciences and mathematics

The rest of the credits may be in any subject *except* nursing.

You can also meet this requirement by passing five proficiency examinations in appropriate subjects, or by presenting appropriate military education courses.

NURSING. The knowledge which is required in this component is divided into four areas: nursing health care, commonalities in nursing care, differences in nursing care, and occupational strategy. This knowledge is comparable to what a student in a collegiate associate degree program in nursing learns, although it may be organized differently.

Seven written examinations covering these four areas have been developed. Once you have successfully completed these written tests, you must also pass a clinical performance examination in a hospital setting. This examination tests technical skills in planning, implementing, and evaluating nursing care for several different patients.

Certain combinations of college courses can be substituted for the examinations in the four nursing areas, but *not* the clinical performance test. The limitations on the use of nursing courses are:

- They must cover material comparable to the content of the entire examination.
- You must have earned at least a "C" grade.
- You must have taken them within the 10-year period prior to enrolling in the External Degree, at an accredited college offering a degree in nursing.

Associate in Science (nursing) Degree

This degree is the same as the Associate in Applied Science (nursing) except for the General Education requirements. For the General Education Component of the Associate in Science (nursing) degree, a minimum of thirty credits must be earned in the arts and sciences including:

- humanities
- social sciences
- natural sciences and mathematics

It differs, then, from the Associate in Applied Science (nursing) by requiring all credits in the General Education Component to be in the arts and sciences. Another difference is that the Associate in Science (nursing) General Education Degree requirements are specified in terms of credit hours rather than in terms of courses, as is the case with the Associate in Applied Science (nursing).

If you decide to enroll in a nursing degree, the choice is yours to make, so long as the requirements are met. Advantages of each degree will vary according to your future plans. The Associate in Applied Science (nursing) offers a wider choice of electives. If you are considering pursuing a baccalaureate degree at a later date, the Associate in Science (nursing) degree may be a better choice, since you will already have completed more of the liberal arts and science credits which you ultimately will need for a bachelor's degree.

Bachelor of Arts Degree

The Bachelor of Arts degree is comparable to four-year degree programs in the arts and sciences offered on college campuses.

You may choose between two program options for the B.A. degree. The liberal studies option offers you the chance to take a broad program of study in the liberal arts without concentrating in any one subject. The second option is a B.A. degree with the designation of a concentration, for students who want to concentrate in one subject area.

Of the total 120 credit hours required for the Bachelor of Arts with either option, at least 90 hours must be in the arts and sciences. Included in this must be a distribution of credits among these three areas: the humanities, the social sciences, and the natural sciences or mathematics. A certain number of your credit hours must also be on the intermediate and advanced levels.

If you choose to earn a major designation in a laboratory science (physics, biology, chemistry, or geology), you will be expected to show evidence of appropriate laboratory experience.

If you already have an Associate in Arts or Associate in Science Degree, the credits which you earned toward that degree will be accepted toward the Bachelor of Arts.

Bachelor of Science Degree

This degree is similar in content to the Regents External Bachelor of Arts Degree, except that a minimum of one half of the total 120 credit hours must be earned in the liberal arts and sciences; the remaining 60 credits may be earned in any college subjects.

In the Bachelor of Science program, as in the Bachelor of Arts, you may choose between the liberal studies option and the designation of a major field. If you choose the liberal studies option you may take a broad program of study in the liberal arts and sciences; the B.S. degree with a concentration designation is designed for those who cluster their liberal arts courses in a subject area. In both options, it is possible to concentrate up to 60 credits in a professional or occupational field by arranging your electives in this way.

The distribution requirement for the Regents External B.S. degree is similar to that for the B.A.: that is, a certain number of credits must be in the humanities, the social sciences, and the natural sciences or mathematics. A portion of your credits must also be earned on the intermediate and advanced levels.

If you already have an Associate in Arts or Associate in Science degree, the credits which you earned toward that degree will be accepted toward the Bachelor of Science.

Bachelor of Science (business administration) Degree

The B.S.B.A. degree is the equivalent of a four-year degree in Business Administration on a college campus. You can choose to concentrate in ac-

counting, finance, management of human resources, marketing or operations management. There are two parts to the degree which every candidate must complete: the general education component and the business component.

GENERAL EDUCATION. You must complete at least ten one-semester courses or their equivalent, including a distribution among the following areas:

- humanities
- social sciences

The rest of the ten courses can be in any liberal arts subjects that are not business related.

You can also meet this requirement by passing five proficiency examinations or by military education courses in appropriate subjects.

BUSINESS. In the business or "major" component there is a series of special Regents External Degree Examinations in each of five areas of business skills: accounting, finance, management of human resources, marketing, and operations management. You will be expected to pass three examinations on graduated levels of difficulty in the area in which you choose to concentrate. In addition, you must take some examinations in each of the other four areas. If you earn a passing grade on one of the upper level examinations in any of the subject areas, you automatically waive the lower level examination(s) in that area.

College courses which cover the same content can be used in place of most of the business examinations. These business courses must have been taken within the ten years prior to the date when you enroll in the External Degree, and you must have earned at least a "C" grade in them.

You do not have to meet the requirements for these two components in any particular order.

REGENTS CREDIT BANK

People who do not wish to enroll in a Regents External Degree but who wish to have their college credits evaluated and maintained by a central record-keeping service may register for the Regents Credit Bank. Evaluations and transcript services for a two-year period accompany membership in the credit bank. A detailed explanation of this service is provided in the "Regents Credit Bank" section of this catalog.

ENROLLMENT

Anyone can enroll in a Regents External Degree since there are no age, residence, or educational prerequisites for enrollment. One doesn't need a high school diploma, a high school equivalency diploma, or a college entrance examination. Individuals who live in New York State, outside New York State, or in foreign countries are welcome to participate, although, in some cases, they may have to come to New York to take certain examinations. Anyone who completes the enrollment form and submits it, with the

nonrefundable $50 fee, to the Regents External Degree Program will be enrolled.

Candidates may study and meet degree requirements at their own pace. There are generally no time requirements for completing a Regents External Degree, although certain professional portions of the business and nursing degrees require credits completed within the last ten years.

Students are officially enrolled in a Regents External Degree as soon as they receive a letter acknowledging receipt of their correctly completed enrollment form and $50 fee. Enrolling in the program entitles candidates to an evaluation of official transcripts from accredited colleges and universities, testing agencies, and/or military programs that they wish to present for credit towards a Regents External Degree for a period of 1 year. To be eligible for evaluation of transcripts, score reports, and other materials beyond the first year of enrollment, candidates pay an annual records maintenance fee of $25.

Candidates are advised NOT to forward transcripts for evaluation until officially enrolled in the program. Once enrolled, however, official transcripts should be forwarded *promptly* to the Regents External Degree registrar for evaluation.

APPROACHES TO EARNING CREDIT:

The completion of any or all of the following will be considered for credit toward earning a Regents External Degree or for Regents Credit Bank purposes:

1. college courses from regionally accredited institutions of higher learning, taken either on campus or through correspondence,
2. proficiency examinations,
3. courses and tests taken while serving in the U.S. military.
4. noncollegiate educational programs evaluated by the New York State Education Department's Office of Non-collegiate Sponsored Instruction, or by the American Council on Education,
5. special assessment of knowledge gained from experience, independent study, or other nontraditional approaches to education.

The degree requirements for the Associate in Arts, Associate in Science, Bachelor of Arts, and Bachelor of Science programs and the general education component of the business and nursing programs can be satisfied by utilizing one or more of the above stated methods of earning credit. Although the professional components of the business and nursing degree requirements must normally be satisfied by successfully completing the specially designed Regents External Degree Examinations, college transcript credit will be considered where appropriate (see "Degree Programs" section of this catalog).

1. COLLEGE COURSES

Official transcripts from any regionally accredited college or university (including institutions holding "candidate" status with a regional accrediting association or foreign colleges or universities) will be evaluated, and acceptable credit will be applied toward the credit requirements of the various degree programs. Transcripts will also be accepted from those higher institutions operating in New York State which are chartered by the Board of Regents but not accredited by the Middle States Association of Colleges and Secondary Schools, the regional accrediting body whose jurisdiction includes New York.

All transcripts from accredited institutions will be accepted for evaluation without regard to the number of institutions attended by the candidate. Only those grades or courses that candidates wish to apply toward their degrees will be recorded in their files.

All transcripts must come directly from the issuing institution to be considered for credit. Unofficial or student copy transcripts are *not* accepted. College course transcripts may not be submitted by military Education Service Officers but must come directly from the institution where the work was completed.

College-level correspondence courses which are offered for credit by a regionally accredited college or university and appear on its transcript will be considered for credit in the same way other college courses taken on campus are evaluated. Although other correspondence study programs may help an individual to prepare for examinations, the Regents External Degree Program will not recognize or grant credit for correspondence courses offered by proprietary schools or non-credit correspondence courses offered by accredited colleges.

The Regents External Degree Program does not sponsor or endorse any instructional or correspondence school courses.

2. PROFICIENCY EXAMINATIONS

Many proficiency examinations from recognized testing agencies may be used to earn credits toward degree requirements for a Regents External Degree. Among those approved for credit are tests from the New York College Proficiency Examination Program (CPEP), Regents External Degree Examinations (REDE), College-Level Examination Program (CLEP), College Entrance Examination Board Advanced Placement (AP) Examinations, Graduate Record Examinations (GRE), Undergraduate Program (UP) Field Tests, United States Armed Forces Institute (USAFI) and Defense Activity for Non-Traditional Education Support (DANTES). Candidates should request testing agencies to send official transcripts of their grades to the Regents External Degree Registrar, once they are enrolled in an external degree program.

If an examination has been discontinued by a recognized testing program, grade results will still be considered for Regents External Degree credit if transcripts are available.

New York College Proficiency Examination Program (CPEP)

The College Proficiency Examination Program (CPEP), administered by the New York State Education Department, enables individuals to obtain college credit by means of examination, without formal classroom preparation. Examinations in the arts, the sciences, and education are offered four times a year across New York State, in several other states, and at military installations around the world. A full description of this program is contained in Part II of this catalog, "The College Proficiency Examination Program." Content outlines for each examination appear in Part V, and free study aids for these tests may be requested from the address on page 258.

Credit may be earned toward the associate in arts, associate in science, bachelor of arts, and bachelor of science degree programs and the general education component of the business and nursing degree programs by successfully completing College Proficiency Examinations (CPE's). The degree requirements and the College Proficiency Examination descriptions provided in this catalog should be consulted for purposes of identifying appropriate examinations, as well as the amount of credit awarded. The listings of approved examinations for fulfilling Regents External Degree requirements following each degree description provide a reference of appropriate examinations. It is not necessary to be enrolled in a Regents External Degree program to take College Proficiency Examinations.

CPE results are reported as a letter grade (A,B,C,D,F), as pass/fail, or as a standard score, depending on the examination. To qualify for credit toward a Regents External Degree, a letter grade of D or better, a pass grade, or the minimum passing standard score must be achieved.

Individuals interested in taking College Proficiency Examinations will find content descriptions of the 32 examinations offered in Part V, the "Examination Content Descriptions" section of this catalog. Information on application forms, fees, out-of-state testing, study aids, and other administrative matters may be found in Part IV of this catalog, "College Proficiency Examinations and Regents External Degree Examinations." Those enrolled in a Regents External Degree Program who have completed an examination and want it evaluated for satisfying Regents External Degree requirements, should request the College Proficiency Examination Program to forward an official transcript to the Regents External Degree Program.

Procedures for taking College Proficiency Examinations are detailed on page 141.

Regents External Degree Examinations

Regents External Degree Examinations are offered in the fields of business, nursing, and modern foreign languages.* They are similar to the New York State College Proficiency Examinations, except that they were developed primarily to meet Regents External Degree requirements. (One need not, however, be enrolled in an RED program in order to take RED tests.) These examinations are based on college-level knowledge and are designed to correspond to a particular stage in a candidate's academic preparation, and not necessarily to the subject matter of a specific course in a college curriculum. Regents External Degree examinations are developed by outstanding faculty members of colleges and universities in New York State, and are graded on a standard score or pass/fail basis. Acceptable grades for credit toward a Regents External Degree are *pass* on the examinations graded on a pass/fail system, or 45 and higher on tests graded on a standard score basis. Like the College Proficiency Examinations, they are given four times a year across New York State and at a growing number of locations out of state. Regents External Degree Examinations are also administered at military installations around the world.

Although the examinations are primarily designed to satisfy Regents External Degree requirements, they may also be used for regular college credit. Anyone may take a Regents External Degree test, whether or not he is enrolled in the Regents External Degree Program. Descriptions of the tests are provided in Part V of this catalog. Information on applications, fees, out-of-state testing, study aids, and other administrative matters may be found in Part IV, "College Proficiency Examinations and Regents External Degree Examinations." Content outlines for RED examinations appear in Part V of this catalog, and free study aids for most tests may be ordered from the address given on page 258. Procedures for taking RED examinations are detailed on page 29. *Regents External Degree candidates who wish to have their test results evaluated toward satisfying degree requirements should have an official transcript forwarded to the Registrar of the Regents External Degree Program.* Examination applications and transcript request forms may be obtained from the Regents External Degree office.

College-Level Examination Program (CLEP)

The College-Level Examination Program (CLEP) is a testing program of the College Entrance Examination Board. CLEP tests are offered several times each year across the Nation and at military installations around the world. CLEP offers two types of examinations: the General Examinations and Subject Examinations.

General Examinations. The CLEP General Examinations provide a com-

*The Regents External Degree Program administers and scores the Modern Language Association's Foreign Language Proficiency Tests for Teachers and Advanced Students. Examinations are offered in French, German, Italian, Russian, and Spanish.

prehensive measure of achievement in five basic areas of liberal arts. Each examination assesses the extent to which the examinee has mastered general knowledge in the area.

Credit may be earned toward the associate in arts, associate in science, bachelor of arts and bachelor of science degree programs and the general education component of the business and nursing degree programs by successfully completing any or all of the General Examinations. The examination title, minimum acceptable scores, and the number of semester hours allowed for each of the available examinations are listed below.

COLLEGE-LEVEL EXAMINATION PROGRAM
(GENERAL EXAMINATIONS)

Examination Title	Minimum Acceptable Total Score	Semester Hours of Credit Allowed
English	427	3
Humanities	422	6
Mathematics	424*	6
Natural Sciences	422	6
Social Sciences-History	422	6

Subject Examinations. The CLEP Subject Examinations are achievement tests for widely offered undergraduate college courses and are similar in content and scope to many New York College Proficiency Examinations. They stress understanding, ability to perceive relationships, and the grasp of principles, concepts, and factual materials in the respective courses. Some cover material studied in a typical full year course, while others are limited to material studied in a one-semester course. At present, 40 CLEP Subject Examinations are available in such fields as data processing, business law, economics, geology, human growth and development, statistics, and trigonometry. When there are no duplications of subject matter, CLEP examinations may be combined with College Proficiency Examinations toward Regents External Degrees.

Although CLEP Subject Examinations presently offered can be used to satisfy many Regents External Degree requirements, only certain examinations can be applied to the business and nursing programs. (Candidates taking CLEP subject examinations for credit toward a Regents External Degree need not answer any "optional essay" portions that may appear on some of the tests.) Specific examinations that will satisfy degree requirements are listed after each degree description in this catalog.

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* The cut-off score for CLEP's General Examination in mathematics taken prior to February 1973 is 412.

A candidate must achieve a minimum standard score of 45 on a CLEP Subject Examination to receive credit toward a Regents External Degree.

Individuals interested in taking a CLEP General Examination and/or Subject Examination can obtain information concerning registration forms, fees, and test locations directly from CLEP. The official institutional name to be inserted on the CLEP application form by candidates enrolled in a Regents External Degree is *New York Regents External* Degree Program. The code number is 2199. Those who have completed an examination and desire to have it evaluated for satisfying Regents External Degree requirements, should request CLEP to forward an official transcript to the registrar, Regents External Degree Program.

For further information write directly to:

College-Level Examination Program
P.O. Box 1824
Princeton, New Jersey 08540

The CLEP General and Subject Examinations were formerly administered to military personnel on active duty in the Armed Forces of the United States, through the United States Armed Forces Institute (USAFI), and they are now made available under the auspices of Defense Activity for Non-Traditional Education Support (DANTES), the successor of USAFI. For further information service personnel should contact the nearest base education center or test section. Transcripts for such examinations taken during military service may be requested from:

DANTES (Transcripts)
2318 S. Park St.
Madison, Wisconsin 53713

College Entrance Examination Board Advanced Placement Examinations

The College Entrance Examination Board Advanced Placement Examinations are designed to enable students to pursue college-level studies while still in secondary school. They are specifically intended to stimulate secondary school students and teachers to higher achievement and to help eliminate the needless duplication of these studies later at college. Examinations in thirteen different areas are available, such as biology, English composition, American History, and Latin.

Credit may be earned toward the Associate in Arts, Associate in Science, Bachelor of Arts, and Bachelor of Science degree programs and the general education component of the business and nursing programs by successfully completing any of the Advanced Placement Examinations. (Specific examinations that will satisfy degree requirements are listed in the closing pages of each degree description.)

All Advanced Placement Examinations are graded on a five-point scale in which a score of 1 is low and 5 is high. To be considered for credit toward a Regents External Degree, a *minimum score of 3* must be achieved.

Application procedures for those who are interested in taking Advanced Placement Examinations which are given in May of each year, can be obtained by writing to:

Advanced Placement Examinations
P.O. Box 977 IS
Princeton, New Jersey 08540

Persons who have completed Advanced Placement Examinations and who wish to have results forwarded to the Regents External Degree Program should request transcripts from:

Advanced Placement Examinations
P.O. Box 977-GPS-A
Princeton, New Jersey 08540

Graduate Record Examinations (GRE's)

Graduate Record Examinations are developed and administered by the Educational Testing Service. They consist of Aptitude Tests and Advanced Tests in specific subject areas. *Only the Advanced Tests* may be used to earn credit toward a Regents External Degree. The Advanced Tests are designed to measure the candidate's comprehension of materials basic to graduate study in major fields, and they are used by many colleges to screen graduate school applicants. They survey the entire academic field of a subject, emphasizing the basic concepts and principles of their content area. Advanced Tests, each approximately three hours in length, are available in twenty subjects:

*Biology
*Chemistry
*Economics
Education
Engineering
*French (Literature)
*Geography
*Geology
*German (Literature)
*History
*Literature in English
*Mathematics
*Music
*Philosophy
*Physics
*Political Science
*Psychology
*Sociology
*Spanish (Literature)
Speech Pathology and Audiology

GRE Advanced Tests may be used to earn credits toward fulfillment of many Regents External Degree requirements, as outlined in the listing of approved examinations for fulfilling Regents External Degree requirements following the Bachelor of Arts degree description in this catalog. Those in the Arts and Sciences (marked with an asterisk (*) in the above list) can be used to establish subject concentrations for the Bachelor of Science and Bachelor of Arts Regents External Degrees. Lists of approved subjects for concentrations may be found in the Bachelor of Arts and Bachelor of Science degree descriptions in this catalog.

Grades are recorded on a scaled score from 200 to 800, and candidates must score approximately at the 33rd percentile to receive credit toward a Regents External Degree. Cut-off scores for particular examinations, which vary from year to year because of norming group changes, are available from the RED office. GRE's are administered in January, April, June, October and December across the nation and in some foreign locations.

Registration forms and booklets describing each GRE Advanced Test may be requested from:

Graduate Record Examinations
Educational Testing Service
Box 955
Princeton, New Jersey 08540

(The official institutional name to be inserted on the GRE test application by candidates enrolled in a Regents External Degree is: *USNY–Regents External Degree*. The code number for this program is *R2899-3*.)

Undergraduate Program (UP) Field Tests

Undergraduate Program Field Tests are developed and administered by the Educational Testing Service. They measure knowledge equivalent to that of a student majoring in a specified subject who has completed a number of courses in that field. These two-hour examinations are available in the following fields:

*Art History
*Biology
*Chemistry
*Drama and Theater
*Economics
Education
Engineering
*French
*Geography
*Geology
*German
*History
*Literature
*Mathematics
*Music
*Philosophy
Physical Education
*Physics
*Political Science
*Psychology
Scholastic Philosophy
*Sociology
*Spanish
Speech Pathology and Audiology

UP Field Tests may be used to earn credits toward fulfillment of many Regents External Degree requirements, as outlined in the listing of approved examinations for fulfilling Regents External Degree requirements following the Bachelor of Arts degree description in this catalog.

Those in the Arts and Sciences (marked with an asterisk (*) in the above list) may be used toward establishing subject concentrations for the Bachelor of Arts and Bachelor of Science Regents External Degrees. Lists of approved subjects for concentrations may be found in the Bachelor of Arts and Bachelor of Science degree descriptions in this catalog.

Grades are recorded on a scaled score from 200 to 800, and candidates must score approximately at the 33rd percentile to receive credit toward a Regents External Degree. Cut-off scores for particular examinations, which vary from year to year because of norming group changes, are available from

the RED office. Application forms and pamphlets describing each examination may be requested from:

The University of the State of New York
Regents External Degrees
99 Washington Avenue
Albany, New York 12230

United States Armed Forces Institute (USAFI) and Defense Activity for Non-Traditional Education Support (DANTES)

The United States Armed Forces Institute (USAFI), formerly a U.S. Department of Defense organization, provided opportunities for military personnel on active duty to continue their educations. USAFI ceased operations in June of 1974, and since that time the Defense Activity for Non-Traditional Education Support (DANTES) has taken over many of USAFI's testing and educational support activities along with the record keeping and transcript service operations formerly provided by USAFI.

Education Services Officers at military installations continue to provide a variety of educational opportunities with the support of DANTES, including a testing program through which college credit may be earned. College-Level Examination Program (CLEP), General and Subject examinations (described earlier in this section) and Department of Defense Subject Standardized Tests (formerly USAFI Subject Standardized Tests) are currently offered through the auspices of DANTES. Many examinations formerly offered by USAFI, including the General Education Development (GED) College-Level Examinations, Subject Standardized Tests, End-of-Course Tests, and Subject Examinations can also be utilized to fulfill many degree requirements in the six Regents External Degree programs presently offered. (See the listings of approved examinations for fulfilling Regents External Degree requirements after each degree description in this catalog for particulars.) To qualify for credit toward a Regents External Degree, the following minimum scores must be achieved on the following examinations:

General Education Development – College-Level Examinations

Examination Title	Minimum Acceptable Standard Score	Semester Hours of Credit Allowed
Test 1: Expression	55	3
Test 2: Social Studies	60	6
Test 3: Natural Sciences	61	6
Test 4: Literary Materials	57	6

Subject Standardized Tests

A rating of 20

End-of-Course Tests

A rating of either satisfactory (S) or with distinction (D)

Subject Examinations

A rating of satisfactory (S)

All service personnel on active duty as well as veterans undergoing treatment in Veteran Administration hospitals are eligible to take any available tests administered through the military. Application procedures for those interested in taking an examination, as well as transcript request procedures for those who have completed an examination and would like to have the results forwarded to the Regents External Degree Program, can be obtained from the nearest base education center or test section.

Transcripts for courses and examinations taken while in military service, including those currently given and those no longer given or those taken under the former auspices of USAFI, may be requested from:

DANTES (Transcripts)
2318 S. Park St.
Madison, Wisconsin 53713

3. MILITARY SERVICE SCHOOL COURSES

In addition to the USAFI and DANTES examination programs described above, there is general agreement among college and university personnel that students should be granted credit and advanced standing for their educational achievements acquired through military service, when such credit is appropriate to the fulfillment of degree requirements. The Office on Educational Credit (OEC), formerly the Commission on the Accreditation of Service Experience (CASE), established by the American Council on Education, carries out an on-going evaluation of large numbers of military educational programs and provides recommendations in terms of academic credit. The Office on Educational Credit evaluates all service training programs which are

a. given on a full-time basis of not less than 3 weeks duration with a minimum of 30 clock hours of class instruction per week;
b. less than 3 weeks in length but contain a minimum of 90 clock hours of class instruction;
c. listed in the formal school catalogs of the Armed Services.

Credit may be earned toward Regents External Degrees or for Regents Credit Bank purposes by completing a formal service school course which contains college-level work and has been evaluated by the Office on Educational Credit. The Regents External Degree Program follows the credit recommendations established by that office when granting credit toward a degree. Credit recommendations for courses taught between 1946 and March 1954 are listed in the manual entitled "A Guide to the Evaluation of Educational Experiences in the Armed Services" (George P. Tuttle and Cornelius P. Turner, editors, published by the American Council on Education, 1954). For those courses taught between March 1954 and March 1968, credit recommendations are listed in the second edition of the manual which was published in 1968 with Cornelius P. Turner as the editor. Those courses taught between March 1968 and November 1973 will be listed in the 1975

edition of the manual (Jerry W. Miller and Eugene J. Sullivan, editors). Volumes are available on most college campuses and in the offices of educational officers and veteran administration departments.

Resident language courses completed at the Defense Language Institute will be awarded credit as recommended by the Office on Educational Credit upon receipt of an offical transcript from the branch at which the courses were completed. Generally, correspondence courses offered by branches of the military service are not recognized for credit. However, a small number of high-level military correspondence programs have been evaluated for college-level credit by the Office on Educational Credit of the American Council on Education, and these will be accepted for credit towards Regents External Degrees.

The Office on Educational Credit provides a continuing advisory service to assist colleges and universities in the evaluation of educational experiences of military personnel. Credit recommendations can be obtained by *college officials only* (including the Regents External Degree registrar) directly from the Office on Educational Credit for those courses not listed in the manuals.

Office on Educational Credit
of the American Council on Education
One Dupont Circle
Washington, D.C. 20036

Those making application for credit for their service school training must request that *official* notification of successfully completed course(s) be sent to the Regents External Degree Program. Official records for such use may be requested from the following sources:

For Service Personnel on Active Duty

DD FORM 295 – Application for the Evaluation of Educational Experiences During Military Service which should be completed and forwarded by the base education center.

For Veterans Discharged Prior to 1950

Air Force and Army – Separation Qualification Record or transcript of inservice training from the General Services Administration, National Personnel Records Center (Military Personnel Records), 9700 Page Boulevard, St. Louis, Missouri 63132

Navy and Coast Guard – Notice of Separation from the United States Naval Services (commissioned or warrant officers of the Navy may submit instead the Officer's Qualification Record Jacket or a certified copy thereof) or a transcript of inservice training from the General Services Administration, National Personnel Records Center (Military Personnel Records), 9700 Page Boulevard, St. Louis, Missouri 63132

Marine Corps – USMC Report of Separation or a transcript of inservice training from the Commandant of the Marine Corps (Code DGK), Headquarters United States Marine Corps, Washington, D.C. 20308

For Veterans Separated After January 1, 1950
DD FORM 214 – Armed Forces of the United States Report of Transfer or Discharge – or a transcript of inservice training from the appropriate service as listed above.

4. EDUCATIONAL PROGRAMS OF NONCOLLEGIATE INSTITUTIONS EVALUATED BY THE NEW YORK STATE EDUCATION DEPARTMENT'S OFFICE OF NONCOLLEGIATE SPONSORED INSTRUCTION OR THE AMERICAN COUNCIL ON EDUCATION.

Many people have completed or are currently enrolled in formal learning activities conducted by business, industry, government, labor unions, police academies, and other agencies whose primary purpose is not education. A large number of these noncollegiate educational programs are of high quality and are comparable in content and level to college coursework. In an effort to relate these learning opportunities to traditional educational systems, the New York State Education Department and the American Council on Education have undertaken a project to develop a system for evaluating the educational programs of a number of these noncollegiate organizations. The purpose of the evaluation system is to establish college-level credit recommendations, where appropriate, for the programs and courses reviewed. Where appropriate, the Regents External Degree Program will accept these recommendations toward meeting external degree requirements.

The New York State Education Department's *Office of Noncollegiate Sponsored Instruction* administers the statewide evaluation of noncollegiate educational programs in New York State. Credit recommendations for programs in New York State are published in the *Guide to the Evaluation of Educational Programs for Noncollegiate Organizations*. The *Guide* is available in most public libraries, academic institutions, offices of Regents External Degree Advisors, and Personnel Offices of companies whose courses have been evaluated.

Some of the educational programs of the following participating organizations in New York State had been evaluated by March of 1975:

The American Institute of Banking – New York City Chapter
American Telephone and Telegraph Company
Eastman Kodak
Fellow Life Management Institute of the Life Office Management Association
General Electric
Literacy Volunteers of America
The New York-New Jersey Port Authority
New York City Police Academy
New York State Police Academy
New York Telephone Company
Xerox Corporation

Since the evaluations are conducted on an ongoing basis, courses and educational programs at other organizations will be added continuously.

The American Council on Education is responsible for the evaluation of educational programs of noncollegiate organizations that are nationwide in scope or are located outside New York State. By February, 1975, ACE had evaluated some programs of the U.S. Postal Service and the U.S. Department of Agriculture, and other courses will be evaluated in the months to come. Credit recommendations will be made available through the credit advisory service of the ACE's Office on Educational Credit. Further information on ACE evaluations of noncollegiate sponsored education may be requested from:

Office on Educational Credit
American Council on Education
One Dupont Circle
Washington, D.C. 20036

The Regents External Degree Program has endorsed the evaluation system developed and follows the credit recommendations established by the New York State Education Department's *Office of Noncollegiate Sponsored Instruction* and the American Council on Education in awarding credit for noncollegiate educational courses. Candidates who have completed evaluated courses may apply the recommended credits toward meeting many degree requirements for Regents External Degrees. Credit recommendations for evaluated noncollegiate courses may be included on the transcript of an enrollee in the Regents Credit Bank. More detailed information on the courses that have been evaluated and the amount of credit recommended can be obtained from:

Office of Noncollegiate Sponsored Instruction
New York State Education Department
99 Washington Avenue
Albany, New York 12230

5. SPECIAL ASSESSMENT

Special Assessment is a way of evaluating knowledge in college subject areas where proficiency examinations are not appropriate. Special Assessment may take one of several forms, including oral, written, and performance examinations, and the evaluations of portfolios of artistic or literary accomplishments. Enrolled degree candidates can request a Special Assessment in almost any area of collegiate study. For example, an employee of a day care center who has learned a great deal about psychology or sociology could get credit for demonstrating this college-level knowledge in a Special Assessment. Similarly, a newspaper reporter might wish to demonstrate a knowledge of English or journalism.

Credits earned in Special Assessment can be applied to all degree requirements, with the exception of the professional components of the business administration and nursing degrees.* Program credits earned by Special Assessment may also be used for Regents Credit Bank purposes. Although Special Assessment does not waive any specific degree requirements, it does provide another way of meeting them. Candidates should expect to pay $250 per assessment.

For each assessment, the candidate completes a Special Assessment application and initial fee of $150. The information contained in the application is used as the basis for selecting appropriate college faculty members to serve as the assessment panel. Arrangements are then made for the candidate to meet with the panel in Albany to determine the breadth and content of the examination. Based on the individual's preparation and background, the panel may suggest other topics on which the student may wish to be evaluated. The panel then determines the maximum amount of credit which could be awarded if the candidate is able to demonstrate all of the knowledge claimed. The amount of credit that may be granted in a Special Assessment consequently will vary according to the learning evaluated.

After the initial meeting with the panel, the student must decide whether or not to pay the additional fee of up to $100 for the actual assessment. In rare cases, a candidate might be evaluated at the initial meeting and, therefore, not have to pay any additional fee. If the individual decides to proceed, the panel develops the examination and administers it on a date convenient to the student. The examination may be oral, written, performance or any combination of the three depending upon the student's desires and the subject matter being evaluated. After the special examination is rated, the panel determines the amount of credit to be awarded and prepares a report on the performance. The candidate is provided with a copy of the report, and any credit granted is automatically listed on the student's Regents External Degree status report and transcript. Additional copies of the performance report will be sent to any college or employer designated by the candidate.

Further information and applications for Special Assessment can be obtained from the Regents External Degree Program office.

DUPLICATION OF CREDIT

It is important for degree candidates to guard against duplication of credit. The completion of more than one examination or course in a particular subject matter area is considered duplication of credit, and only one test or course can be counted for credit toward a Regents External Degree. For example, the College-Level Examination Program (CLEP) General Examinations in English Composition, Humanities, Natural Sciences, and Social

* Individuals in the business or nursing degree programs who wish to validate knowledge in these professional areas of study should take the Regents External Degree examinations developed in nursing and business areas.

Sciences-History are equivalent to the United States Armed Forces Institute (USAFI) GED-College Level Examinations in Expression, Literary Materials, Natural Sciences, and Social Studies respectively. The completion of both types of examinations is considered duplication, and only one test in each subject area can be counted for credit.

CLEP General Examinations may, however, be combined with CLEP Subject Examinations and/or courses. This would not be considered duplication of credit since the CLEP General Examinations test for general knowledge in breadth while single subject examinations and college courses cover depth of knowledge in discrete subject matter areas. The only exception to this is the CLEP Subject Examination in English Composition: no more than 6 credit hours in English Composition will be awarded regardless of the number of examinations and/or courses completed.

Questions regarding credit duplication are sometimes complicated, and enrolled candidates are encouraged to seek advice from the Regents External Degree Program registrar on such matters.

GRADING

College Proficiency Examinations and Regents External Degree Examinations are graded according to a five-letter scale (A,B,C,D, and F), as Pass-Fail, or as standard scores. Generally, colleges require that a minimum grade of "C" be attained before credit will be granted. Some colleges require a College Proficiency Examination grade of "B" before they will grant credit. The Regents External Degree Program requires an overall "C" average or 2.0 cumulative grade point average for completion of a degree. Minimum acceptable grades for examinations are detailed in the "Approaches to Earning Credit" section of this catalog. "D" grades will be accepted toward a Regents External Degree so long as they are balanced by enough grades of "B" or better to produce a "C" average. For examinations graded on a standard score basis, the minimum passing standard score is 45. Only those course and examination grades that a candidate specifies will be recorded on an RED status report or transcript.

Computing a Numerical Academic Average

The Regents External Degree Program uses a grading system, in which A=4.0, B=3.0, C=2.0, and D=1.0. The letter grades of all college courses and/or proficiency examinations which qualify for credit toward a Regents External Degree are converted to this system for purposes of computing grade point averages. "F's" and other failing grades are not acceptable. A minimum of 2.0 cumulative grade point average (g.p.a.) is required for graduation from a Regents External Degree Program. Courses and examinations reported on a Pass-Fail system are not included in computing the cumulative grade point average. Transcripts entirely composed of "pass" grades will be considered as meeting the required 2.0 average for a degree. Examination

standard score grades are recorded on a Pass-Fail basis on all Regents External Degree transcripts, and they are, therefore, not included in cumulative grade point averages.

Computation of Grade Point Average – The Regents External Degree Program's grade point average is based on a four-point scale. To compute a grade point average:

a) Compute the quality points earned for each course or examination (except those noted above) by multiplying the number of semester credit hours* associated with the course by the numerical equivalent of the grade earned in the course. Numerical equivalents are: A=4, B=3, C=2, D=1 (i.e., the numerical equivalent of the alphabetic grade "A" is 4.)

b) Compute the total number of credit hours completed by adding the credit hours associated with all courses/examinations completed.

c) Compute the total number of quality points earned by adding the quality points earned for all courses/examinations completed.

d) Compute the grade point average by dividing the total number of quality points earned by the total number of credit hours attempted.

EXAMPLE:

Grade received	Numerical equivalent of grade	Credit hours of course	Quality points
B	3	4	12
A	4	3	12
C	2	3	6
D	1	2	2
		12	32

Grade point average 32 ÷ 12 = 2.66

STATUS REPORTS AND TRANSCRIPTS

When enrolled degree candidates successfully complete courses or proficiency examinations that they wish to have applied for credit toward their degree programs, they should request the appropriate institution or testing agency to forward an official transcript to the registrar of the Regents External Degree Program. Each time official transcripts are received by the registrar, they will be evaluated and the degree candidate will receive a Status Report. The Status Report will indicate the candidate's progress in meeting

*Semester credit hours are characteristically listed on college transcripts and in college catalogs. Credit hours earned at colleges on a quarter system should be multiplied by 2/3 to produce semester hour equivalents (i.e., 1 quarter hour equals 2/3 of a semester hour).

degree requirements. Sample Status Reports appear in this catalog after each degree description.

Status Reports differ from transcripts in that they provide a cumulative record of a candidate's progress toward a degree. They are used to tell candidates their current degree "status." Transcripts, on the other hand, are official records of a candidate's performance which are sent out, at the candidate's request, to colleges, employers, or designated agencies.

TRANSCRIPT REQUEST PROCEDURES

Incoming Transcripts

All transcripts that are to be evaluated for credit towards a Regents External Degree must come directly from the issuing institution to be considered for credit. Unofficial or student copy transcripts are *not* accepted. After enrolling in the Regents External Degree Program, candidates should write directly to the college, testing program, or appropriate military agency (see "Approaches to Earning Credit" section) to request that an official copy of their transcripts be forwarded to the Regents External Degree registrar. Subsequent completion of courses and/or examinations must similarly be documented by means of official transcripts. All transcripts to be evaluated for credit should be forwarded to the following address:

Registrar
Regents External Degrees
The University of the State of New York
99 Washington Avenue
Albany, New York 12230

Outgoing Transcripts

Official University of the State of New York transcripts will remain permanently on file in the registrar's office for those individuals who have earned credit toward a Regents External Degree or who have established a Regents Credit Bank record. Individuals may request official copies to be forwarded to institutions, or request student copies, by completing a Transcript Request Form. This form can be obtained from the registrar of the Regents External Degree office. There is no fee for this service.

COSTS

Administrative Fees for All Degree Programs	
Enrollment Fee	$50
Annual Records Maintenance Fee	$25
Graduation Fee	$10

The enrollment fee entitles degree candidates to an unlimited number of evaluations and transcripts, and it defrays the normal record keeping and administrative costs of the registrar's office. The Annual Records Fee has

been established to defray the costs of maintaining a candidate's file beyond the first year of enrollment. The student who chooses to meet degree requirements over a period of several years will be assessed this fee annually to help cover the maintenance of the candidate's academic record, the issuance of periodic Status Reports and transcripts, and postage costs. To be eligible for evaluation of transcripts, test score reports, and other materials beyond the first year of enrollment, a candidate must pay an annual records maintenance fee of $25.

Individuals who decide to complete degree requirements by using proficiency examinations must assume the additional cost of the examinations. These fees are paid directly to the agency administering the test at the time a candidate registers for a specific examination. Fees vary from examination to examination, and agency to agency; therefore, the candidate should contact the agencies mentioned earlier in this section directly for specific cost details. Those who decide to complete degree requirements through college courses must assume those costs also. Total cost of a degree program will vary depending on the amount of work to be completed and the means employed (examination, regular college courses, etc.) The average cost of a degree taken *entirely by examination* is between $300 and $700. Fees for the Regents External Degree Examinations and College Proficiency Examinations are listed on page 134.

Financial Assistance

1. *V.A. Benefits*

The Regents External Degree Program is approved for V.A. benefits by the state approving agency. However, there is a disagreement within the Veterans Administration over the interpretation of the benefits legislation as it affects the Regents External Degree Program's eligibility. As a result, payments to Regents External Degree candidates are being held up. Since the Regents External Degree Program and the New York State Education Department are pursuing this matter, interested individuals should contact the Regents External Degree office for additional information.

2. *Financial Assistance for New York State Residents*

New York State residents who have been awarded Regents College Scholarships, Regents Scholarships for Basic Professional Education in Nursing, Regents Scholarships for Deceased and Disabled Veterans, or Regents War Veterans Scholarships may be eligible for financial assistance as enrolled candidates of a Regents External Degree Program.

Residents of New York State may be eligible for a Tuition Assistance Program (TAP) award.

For additional information concerning eligibility, terms and scope of these scholarships and awards, write to:

Regents Examination and Scholarship Center
99 Washington Avenue
Albany, New York 12230

3. ***Fee Waivers for New York State Residents***

A. Although the Regents External Degree Program does not participate in the following programs, RED applicants who qualify as educationally or economically disadvantaged according to guidelines drawn by the Educational Opportunity Program (EOP), Higher Education Opportunity Program (HEOP), College Discovery (CD), or Search for Education, Elevation, and Knowledge (SEEK) programs may have the enrollment, annual records, and graduation fees for the Regents External Degree Program waived. The program will accept the written testimony of higher education institutions which operate these programs, that an applicant is qualified to receive a waiver.

B. Enrollment, annual records, and graduation fees will be waived for applicants who reside in a New York State correctional facility. In addition, both College Proficiency and Regents External Degree examinations can be taken at reduced fees.

4. ***Guaranteed Loans for New York State Residents***

Regents External Degree candidates who are residents of New York State may be eligible for Higher Education Assistance Corporation (HEAC) guaranteed loans while furthering their educations. For additional information concerning HEAC loans, write to:

New York Higher Education Assistance Corporation
50 Wolf Road
Albany, New York 12205

CANDIDATE COUNSELING

Candidate counseling is available both from the central program office and a network of voluntary advisors as listed below:

Regents External Degree/College Proficiency Examinations Advisement Office

Interested individuals and candidates for external degrees can obtain assistance in understanding and completing Regents External Degree requirements by writing or calling the Regents External Degree Program Office. Staff members can help prospective students evaluate past educational accomplishments and decide among the various approaches to earning credit

toward an external degree. Enrolled candidates should contact the Registrar's Office any time they have questions involving their status reports, duplication of credit, or the appropriateness of courses to satisfy specific degree requirements. Candidates interested in taking College Proficiency Examinations can also obtain information on the content of the examinations, study guides and other aspects of the test administration.

Candidates or interested individuals who reside outside New York State should contact this office for advisement or assistance in completing any of the degree requirements.

Regents External Degree — College Proficiency Examination Advisors in New York State

A voluntary network of advisors has been established throughout New York State to assist individuals interested in earning a Regents External Degree and to provide information on a range of educational experiences, including non-traditional ones, such as New York's College Proficiency Examination Program.

The advisors are located in a variety of institutions to maximize their availability to the general public. Many are affiliated with colleges and universities, and they can be of assistance in selecting courses on their campuses that may be used to complete Regents External Degree requirements or meet other educational interests. For some people, particularly women who may be contemplating entering higher education for the first time or reentering it after a prolonged absence, it may be helpful to talk with one of the advisors who is affiliated with an organization such as the YWCA, Cooperative Extension, or the National Organization of Women. Such individuals can provide guidance and counseling services in several areas in addition to educational pursuits. Several advisors are also located in public libraries, BOCES and other educational agencies such as the Regional Learning Service of Central New York and the New York City Board of Education.

Nursing Degree Advisors

A network of nurse educators also exists throughout New York State to help Regents External Degree Nursing candidates understand and complete the external degree requirements. Questions regarding the appropriate experience to prepare for the clinical performance examination or other aspects of the external degree program can be addressed to these advisors.

For a list of advisors, their institutional affiliations, and addresses, write:

Advisement Office
Regents External Degree Program
99 Washington Avenue
Albany, New York 12230

Alternate Degree Office of Bronx Community College

Many local organizations, such as Bronx Community College, are developing resource centers to assist area residents interested in nontraditional programs such as credit-by-examination and external degrees. Bronx Community College, in conjunction with becoming a testing center for College Proficiency Examinations and Regents External Degree Examinations, has established a study center where individuals can obtain content outlines and study guides, examination applications, and other resource information on the examinations available. Volunteer advisors are also on hand to provide assistance in a number of ways, such as selecting college courses that will meet external degree requirements or appropriate proficiency examinations on which candidates can demonstrate knowledge gained outside the classroom. For more information, write or stop by the Bronx Community College Alternate Degree Office at 120 East 184th Street, Bronx, N.Y. 10468, or call 367-7300.

HIGH SCHOOL EQUIVALENCY DIPLOMA

After accumulating 24 semester hours of credit toward a Regents External Degree, candidates may receive a high school equivalency diploma from the High School Equivalency Diploma Unit of The New York State Education Department. Application forms and procedure descriptions are available from the Registrar, Regents External Degrees, The University of the State of New York, 99 Washington Avenue, Albany, New York 12230.

SERVICEMEN'S OPPORTUNITY COLLEGE (SOC)

The New York State Regents External Degree Program is a Servicemen's Opportunity College. SOC colleges (1) have an admissions policy that is related to the life conditions of the serviceman, (2) eliminate seemingly artificial barriers such as residency requirements which hinder educational progress of the servicemen and (3) provide special services to meet the special needs of servicemen. Further information about the Servicemen's Opportunity College concept and criteria may be obtained from:

American Association of State Colleges and Universities
Program for Veterans and Servicemen
One Dupont Circle NW
Washington, D.C. 20036

MEDICAL LABORATORY TECHNICIAN – MLT (ASCP) – CERTIFICATION

Regents External Associate in Arts and Associate in Science degrees may be used with appropriate laboratory experience to meet the two-year educational requirement for the Medical Laboratory Technician's (ASCP) examination. (See page 36 for a fuller description.)

HOW TO EARN A REGENTS EXTERNAL DEGREE: ENROLLMENT AND DEGREE COMPLETION PROCEDURES

Candidates interested in earning a Regents External Degree should follow the procedures listed below. It should be noted that considerable self-motivation and adherence to educational goals are characteristic of Regents External Degree graduates.

1. *Review of Degree Requirements* – Carefully review the information provided on the Degree Program that interests you to familiarize yourself with the amount and type of academic work required.

2. *Self-Evaluation* – Prospective candidates are urged to conduct their own evaluation of previously earned academic work, prior to enrolling in the program. For example, if you have taken college courses or proficiency examinations, you should attempt to classify them according to subject matter areas (humanities, social science, math/natural sciences, business, nursing, or electives) using the requirements of the degree description in which you are interested as a guide. You may check which examinations will fulfill degree requirements by referring to the listings following degree descriptions. This self-evaluation will help you to estimate the extent to which you have satisfied degree requirements and the amount of additional work you will have to complete to qualify for a degree. New York State residents may wish to consult a Regents External Degree/College Proficiency Examination advisor if they need assistance in conducting the self-evaluation.

3. *Enrollment* – If you decide the Regents External Degree Program meets your needs, obtain and submit a completed enrollment form with the nonrefundable fee of $50. A letter officially acknowledging your enrollment in the program will be sent to you after the Regents External Degree Program has received the correctly completed enrollment form and fee.

4. *Documentation* – After your enrollment has been acknowledged, have official transcripts of any previous college-level work forwarded to:

   Registrar, Regents External Degrees
   The University of the State of New York
   99 Washington Avenue
   Albany, New York 12230

   Official transcripts from accredited colleges and universities, testing agencies, or military programs should be forwarded *directly* from the issuing institution to be considered for credit. Only passing grades may be used for credit toward a Regents External Degree, i.e., grades of "Pass" on a pass/fail grading system, 45 or higher on a standard scoring system, or D or higher on a conventional letter grading system. Since a C average or better is required in order to earn a Regents External Degree, any D grades must be offset by enough A or B grades to result in a C average in order for the candidate to graduate.

5. *Status Reports* – Official copies of an enrolled degree candidate's academic work will be evaluated as soon as possible after they have been received by the Registrar. Shortly after your transcripts have been received you will receive a "Status Report" indicating the amount of credit you have been granted toward meeting the requirements of the degree program in which you are enrolled. Sample status reports are provided after each degree description in this catalog. By comparing the Status Report with the degree requirements, you should then be able to determine what further examinations or course work you will need to complete your degree.

6. *Additional Credits and Updated Status Reports* – Each time you complete additional course work or proficiency tests which you wish to apply toward your degree, you should have official transcripts forwarded to the Regents External Degree Registrar for evaluation. After each evaluation, you will be sent an updated Status Report. Prior to registering for examinations and/or courses, you should consult the degree requirements to make certain that the courses or examinations can be used to satisfy the degree requirements you are lacking. Enrolled degree candidates may request assistance with regard to course or examination selection from the Regents External Degree registrar.

7. *Graduation* – When you have satisfied all of the degree requirements and have been approved by the appropriate Regents External Degree Faculty Committee, you will be recommended to the Board of Regents of The University of the State of New York for conferral of the degree. The Board of Regents generally votes on degree recipients three times a year, and a formal graduation ceremony is held in Albany in the fall of

each year. If your degree is awarded at another time during the year, or if you are unable to attend the ceremony in Albany, your diploma will be forwarded to you by mail.

If you have difficulty in ascertaining degree requirements or if problems arise in any regard, contact the Advisement Office for Regents External Degrees/College Proficiency Examinations. If you live in New York State, you may wish to arrange an appointment with a local advisor (see page 26).

DEGREE PROGRAMS

Seven degree programs are offered by Regents External Degrees, four on the associate level and three on the baccalaureate level:

- Associate in Arts
- Associate in Science
- Associate in Science (nursing)
- Associate in Applied Science (nursing)
- Bachelor of Arts
- Bachelor of Science
- Bachelor of Science in Business Administration

(Candidates who earn a Regents External associate degree may later apply those credits toward meeting requirements for a Regents External bachelor's degree.) A description of the requirements for each Regents External Degree follows:

THE ASSOCIATE IN ARTS REGENTS EXTERNAL DEGREE

The Associate in Arts Regents External Degree is awarded by The University of the State of New York to all those who meet the requirements. The Regents External Degree offers a flexible approach to academic accomplishment; there are no prerequisites such as age, residence, or previous education experience required for enrollment. There is no established order in which requirements must be met, and there are no time constraints in earning a degree. Candidates who wish to transfer to a four-year college program after completing the Associate in Arts Regents External Degree should consult the school(s) they expect to attend in order to determine entrance requirements. Credits used toward earning a Regents External associate degree may later be applied toward Regents External baccalaureate degree requirements. The registrar of the Regents External Degree office will advise and assist candidates in meeting these transfer requirements.

The following section describes the requirements for the Associate in Arts Regents External Degree, and the ways in which those requirements can be satisfied. People interested in a two-year associate degree should compare these requirements with the Associate in Science external degree to determine which program better meets their educational backgrounds and aspirations.

DEGREE REQUIREMENTS

Candidates must complete *all* of the following requirements:

1. *Minimum Number of Semester Hours* – Candidates for the Associate in Arts degree must earn a minimum of 60 semester hours.
2. *Distribution Requirement* – Of the 60 semester hours required for the Associate in Arts degree, a minimum of 48 semester hours must be distributed in the liberal arts and sciences among the following three areas of study: (1) humanities, (2) social sciences (which include history), and (3) natural sciences/mathematics. A minimum of 9 semester hours must be earned in any of the three areas of study, with a minimum of 12 semester hours in each of the remaining two areas. The additional 15 hours needed to satisfy the total 48 semester hours requirement can be distributed among the three areas or earned in only one of the three areas of the distribution requirement.
3. *Electives* – The remaining 12 semester hours are considered free electives and may be earned in any field(s) of collegiate study, including vocational, technical, and professional areas, in addition to and including the humanities, social sciences, and natural sciences/mathematics.
4. *Minimum Academic Average* – Candidates will be required to achieve a cumulative average of "C" or better to earn an Associate in Arts degree. Although grades of "D" will be accepted for credit, these grades must be balanced by an equivalent number of "A" or "B" credit hours to achieve the "C" cumulative average. Only those grades that the candidate wishes to apply toward the degree will be recorded and kept on file. No grade of "F" will be recognized for credit. In those cases where "Pass-Fail" grades have been assigned, the "Pass" grade will be accepted for credit but will not be figured into the cumulative average. For information on computing the grade point average, please refer to the "Grading" portion of the General Information Section of this catalog.

METHODS OF SATISFYING DEGREE REQUIREMENTS

The Associate in Arts degree requirements can be satisfied by using:

1. College courses from regionally accredited institutions of higher learning
2. Recognized proficiency examinations, including those offered through the U.S. Military's USAFI and DANTES
3. Approved military service school courses
4. Special Assessment
5. Evaluated noncollegiate educational programs

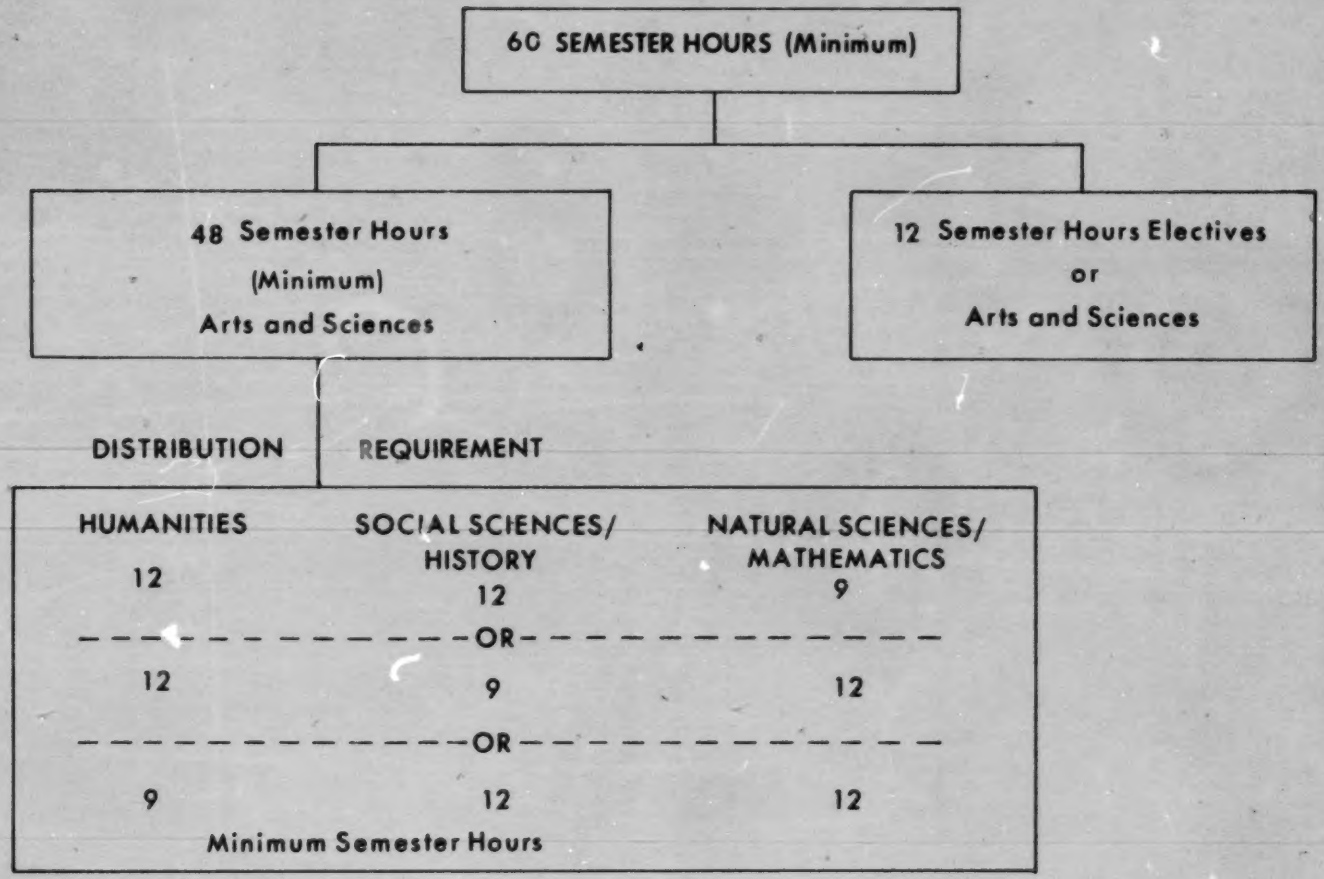
Candidates may meet Associate in Arts degree requirements by any one, or a combination, of the above methods as long as proper distribution and grade point average requirements are satisfied. It is important for degree candidates to guard against *duplication of credit.* (See page 21.)

College Courses

Transcripts – Only official transcripts from regionally accredited colleges and universities will be evaluated by the Regents External Degree registrar. All transcripts from regionally accredited institutions will be accepted for evaluation without regard to the number of institutions attended by the candidate or the dates of attendance.

Grading Policies – There is no time limit on completion of a course for it to be considered for credit. Only those grades and courses that the candidate desires to apply toward his degree will be evaluated. Only those courses in which a grade of "D" or better was achieved can be used for purposes of satisfying degree requirements. However, grades of "D" must be balanced by "A" or "B" grades in order to achieve the necessary 2.0 or "C" average for graduation. The amount of semester hours of credit allowed for individual courses is determined by the amount of credit that appears on the transcript as granted by the institution at which the courses were completed. Credit hours earned at colleges on a quarter system must be multiplied by two-thirds in order to convert them to semester hours.

ASSOCIATE IN ARTS DEGREE



Meeting the Distribution Requirements – Those courses that can be classified as satisfying the distribution requirement in humanities, social sciences, or natural sciences/mathematics will be recorded in the appropriate category. If a particular course cannot be identified as being related to one of these areas, it will be evaluated as elective credit.

Courses may satisfy the humanities requirement if they can be identified as being related to a field of study such as art, music, drama, theater, philosophy, classics, language, English, or literature. Courses may satisfy the social sciences requirement if they are related to such areas as anthropology, economics, history, political science, psychology, or sociology. Courses may satisfy the natural sciences/mathematics requirement if they are related to such fields as biology, chemistry, calculus, statistics, or geology. Courses in other areas such as management, engineering, and college-level vocational and technical subjects can be used as free electives. Physical education activity courses cannot be counted for credit. A sample list of the types of courses that can be classified in the subject matter area of humanities, social sciences, natural sciences/mathematics, and electives follows. It should be noted that this is a sample list which does not contain all courses that can qualify for credit in a particular area.

SAMPLE LIST OF TYPICAL COLLEGE COURSES CLASSIFIED ACCORDING TO SUBJECT MATTER AREA

Humanities
- English Composition
- American Literature
- Elementary Latin
- History of Art
- Studio Art
- Theatre
- Music Appreciation
- Intermediate French
- Philosophy

Natural Sciences/ Mathematics
- Biology
- Chemistry
- Physics
- Astronomy
- Basic Mathematics
- College Mathematics
- Introduction to Statistics
- Physical Geography

Social Sciences
- Economic Geography
- Introduction to Anthropology
- Economics
- Sociology
- Psychology
- American Government
- Western Civilization
- Cultural Geography
- Educational Psychology

Electives (College courses other than those in the previous three categories)
- Building Construction
- Introduction to Accounting
- Introduction to Business Administration
- Electronics
- Fundamentals of Nursing
- Techniques of Teaching
- Secretarial Science
- Health Education
- Mental Hygiene
- Reading Instruction

Proficiency Examinations

Transcripts – Only official transcripts from the following college-level testing agencies will be evaluated for credit by the Regents External Degree registrar:

- New York College Proficiency Examination Program
- Regents External Degree Program
- College-Level Examination Program (both single subject and general examinations)
- College Board Advanced Placement Examination Program
- Graduate Record Examination Advanced Tests
- Undergraduate Program Field Tests
- United States Armed Forces Institute (USAFI) or Defense Activity for Non-Traditional Education Support (DANTES)

Grading Policies – There is no time limit for completion of an examination for it to be considered for credit. Discontinued examinations are not listed but will be evaluated for credit as long as official transcripts are available. Only those grades and examinations that candidates desire to apply toward their degrees will be evaluated. Only those examinations with a grade of "D," "Pass," or minimum acceptable standard score as determined by the Regents faculty committee will be accepted toward meeting the degree requirements.

Meeting Distribution Requirements – Existing examinations offered by the recognized testing agencies have been classified according to the distribution requirements in the humanities, social sciences or natural sciences/mathematics. Those examinations that could not be identified as relating to one of these areas are classified as electives. A list of these examinations, including the amount of credit granted, can be found following this degree description. As new examinations are developed they will be classified according to the distribution requirements in the humanities, social sciences, or natural sciences/mathematics categories. Examinations that cannot be identified as relating to one of these areas will be evaluated as elective credit. It should be noted that the College-Level Examination Program General Examinations in English, Humanities, Natural Sciences, and Social Sciences-History are equivalent to the United States Armed Forces Institute GED-College Level Examination in Expression, Literary Materials, Natural Sciences, and Social Sciences, respectively. The completion of both types of examination in a particular subject matter is considered duplication of credit toward a Regents External Degree.

Military Service School Courses

Credit may be earned toward the Associate in Arts degree by completing military service school courses which contain college-level work and which have been evaluated by the Office on Educational Credit, formerly the Commission on Accreditation of Service Experience (CASE), of the American Council on Education. The actual credit recommendations provided by the Office on Educational Credit will determine the amount of academic credit to be granted toward the Associate in Arts degree, and will classify the courses according to the three areas of the distribution requirement, or as elective credit. For those courses that have been evaluated by the Office on Educational Credit but do not carry credit recommendations, no credit will be granted toward the Associate in Arts degree.

Special Assessment

Special Assessment can be used as a means of earning credit toward an Associate in Arts degree. The amount and type of credit that may be granted for each assessment will vary according to the learning experience evaluated. A complete description of Special Assessment is provided in the "Approaches to Earning Credit" section of this catalog.

Evaluated Noncollegiate Educational Programs

Credits can be earned for noncollegiate educational programs sponsored by business, industry, government, labor unions, police academies, and other agencies which have been evaluated by the American Council on Education or by the New York State Education Department's *Office of Noncollegiate Sponsored Instruction* and which carry a recommendation for college credit. A fuller discussion of these programs and a description of how to get further information about them is contained in the "Approaches to Earning Credit" section of this catalog.

MEDICAL LABORATORY TECHNICIAN – MLT (ASCP) – CERTIFICATION

ASCP Board of Registry requirements that must be met: (1) An applicant who has not attended a structured educational program must have an associate degree or equivalent from an accredited institution including courses in chemistry and biology, *plus* five years full-time acceptable laboratory experience within the last seven years, in hematology, microbiology, chemistry, blood banking, serology and urinalysis, plus Board of Registry examination. As of August 1976, 6 semester hours (9 quarter hours) of chemistry with laboratory and 6 semester (9 quarter hours) of biology with laboratory will be required in order to fulfill the chemistry and biology requirement; or, (2) an associate degree or equivalent from an accredited institution, including courses in chemistry and biology, *plus* graduation from a military medical laboratory training program of

not less than 12 months duration (MOS 92B30, NEC 8417, AFSC 90450 or AFSC 90470 categories) *plus* Board or Registry examination. (August 1976 ruling applies to military graduates also.)

The Regents External Associate in Arts and Associate in Science degrees may be used to meet the two-year educational requirement for the Medical Laboratory Technician's MLT(ASCP) examination. Please note, however, that although the Regents External Degree Program does not require its candidates to complete courses in biology and chemistry, candidates who wish to qualify for the Medical Laboratory Technician's MLT(ASCP) examination must complete a one semester college course or proficiency examination in both biology and chemistry. Candidates utilizing proficiency examinations in biology and/or chemistry will be asked to present evidence of laboratory experience to The University for inclusion on their official transcript.

Additional information concerning the Medical Laboratory Technician, MLT(ASCP) examination may be obtained by writing to: ASCP Board of Registry, Box 4872, Chicago, Illinois 60680.

APPROVED EXAMINATIONS FOR FULFILLING THE ASSOCIATE IN ARTS AND ASSOCIATE IN SCIENCE REGENTS EXTERNAL DEGREE REQUIREMENTS

CPE = College Proficiency Examination Program
CLEP = College-Level Examination Program
REDE = Regents External Degree Program
AP = Advanced Placement (College Board) Examinations
USAFI = United States Armed Forces Institute (now Defense Activity for Non-traditional Education Support (DANTES)

Humanities

PREPARED BY	AREA AND TITLE	CREDITS
CLEP	American Literature	6
CPE	American Literature: Beginnings to Civil War	3
CPE	American Literature: Civil War to Present	3
CLEP	Analysis and Interpretation of Literature	6
CPE	Applied Music, Minor Level	2
CPE	Applied Music, Major Level	4
AP	Art	6
AP	Classics	6
AP	English	6
CLEP	English Composition-Subject	6
CLEP	English Composition-General	3
CLEP	English Literature	6
REDE	French (Battery A)	24
REDE	French (Battery B): Applied Linguistics	3
AP	French	6
CPE,CLEP	Freshman English	6
REDE	German (Battery A)	24
REDE	German (Battery B): Applied Linguistics	3
AP	German	6
CLEP	Humanities-General	6
REDE	Italian (Battery A)	24
REDE	Italian (Battery B): Applied Linguistics	3
AP	Music	6
CPE	Philosophy of Education (graduate level)	6
REDE	Russian (Battery A)	24
REDE	Russian (Battery B): Applied Linguistics	3
CPE	Shakespeare	3
REDE	Spanish (Battery A)	24
REDE	Spanish (Battery B): Applied Linguistics	3
AP	Spanish	6

Social Sciences – History

PREPARED BY	AREA AND TITLE	CREDITS
CPE	African and Afro-American History	6
CLEP	Afro-American History	3
CLEP	American Government	3
CPE, CLEP, AP	American History	6
CPE	Educational Psychology*	6*
CLEP	Educational Psychology	3
CPE,AP	European History	6
REDE	French (Battery B): Civilization and Culture	3
CLEP	General Psychology	3
REDE	German (Battery B): Civilization and Culture	3
CPE	History of American Education	3
CLEP	Human Growth and Development	3
CPE	Introduction to Criminal Justice	3
CLEP	Introductory Macroeconomics	3
CLEP	Introductory Microeconomics	3
CLEP	Introductory Microeconomics and Macroeconomics	3
CLEP	Introductory Economics	6
REDE	Italian (Battery B): Civilization and Culture	3
REDE	Russian (Battery B): Civilization and Culture	3
CLEP	Sociology(Introductory)	6
CLEP	Social Sciences/History-General	6
REDE	Spanish (Battery B): Civilization and Culture	3
CLEP	Western Civilization	6

* Exams taken up to Oct. '72 were 6-credit exams; thereafter, 3-credit exams were given.

PREPARED BY	AREA AND TITLE	CREDITS
	Mathematics and Natural Sciences	
CPE	Anatomy and Physiology	6
CPE, CLEP, AP	Biology	6
AP	Chemistry	6
CLEP	College Algebra	3
CLEP	College Algebra and Trigonometry	3
CPE	Earth Science	6
CLEP	General Chemistry	6
CLEP	Geology	6
CLEP	Introductory Calculus	6
CLEP	Introductory Calculus with Analytical Geometry	6
CLEP	Mathematics-General	6
AP	Mathematics	6
CLEP	Microbiology	3
CLEP	Natural Sciences-General	6
AP	Physics	6
CLEP	Statistics	3
CLEP	Trigonometry	3
	Electives	
CLEP	Accounting (Introductory)	6
CLEP	Chemistry (Clinical)	6
CLEP	Computer Programming, Elementary: Fortran IV	3
CLEP	Computers and Data Processing	3
CPE	Criminal Investigation	3
CPE	Corrective and Remedial Instruction in Reading (graduate level)	9
CPE	Diagnosis and Remediation of Reading Problems (graduate level)	9
REDE	French (Battery B): Professional Preparation (Teaching Methods)	3
CPE	Fundamentals of Nursing	10
REDE	German (Battery B): Professional Preparation (Teaching Methods)	3
CPE	Health I: Personal Health-Physical Aspects	12
CPE	Health II: Personal Health-Emotional and Social Aspects	12
CPE	Health III: Public Environmental Health	12
CLEP	Hematology	6
CLEP	Immunohematology and Blood Banking	6
CLEP	Introduction to Business Management	3
CLEP	Introductory Business Law	3
CLEP	Introductory Marketing	3
REDE	Italian (Battery B): Professional Preparation (Teaching Methods)	3
CPE	Maternal and Child Nursing (Associate Level)	6
CPE	Maternal and Child Nursing (Baccalaureate Level)	12
CPE	Medical Surgical Nursing (Adult Nursing)	12
CLEP	Money and Banking	3
CPE	Psychiatric/Mental Health Nursing	6
CPE	Reading Instruction in the Elementary School	6
REDE	Russian (Battery B): Professional Preparation (Teaching Methods)	3
REDE	Spanish (Battery B): Professional Preparation (Teaching Methods)	3
CLEP	Tests and Measurement	3
REDE	Business-Level I Accounting	*
REDE	Business-Level II Accounting	*
REDE	Business-Level III Accounting	*
REDE	Business-Level I Finance	*
REDE	Business-Level II Finance	*
REDE	Business-Level III Finance	*
REDE	Business-Level I Marketing	*
REDE	Business-Level II Marketing	*
REDE	Business-Level I Operations	*
REDE	Business-Level I Operations Management	*
REDE	Business-Level II Operations Management	*
REDE	Business-Level III Operations Management	*
REDE	Business-Level I Management of Human Resources	*
REDE	Business-Level II Management of Human Resources	*
REDE	Business-Level III Management of Human Resources	*
REDE	Business-Business Environment and Strategy	*
REDE	Nursing-Nursing Health Care	*
REDE	Nursing-Commonalities in Nursing Care: Area I	*
REDE	Nursing-Commonalities in Nursing Care: Area II	*
REDE	Nursing-Differences in Nursing Care: Area I	*
REDE	Nursing-Differences in Nursing Care: Area II	*
REDE	Nursing-Differences in Nursing Care: Area III	*
REDE	Nursing-Occupational Strategy	*
REDE	Nursing-Clinical Performance	*

* Persons interested in credit assignment for REDE Examinations should write to the RED Registrar with questions about particular examinations.

UNITED STATES ARMED FORCES INSTITUTED (USAFI)-DEFENSE ACTIVITY FOR NONTRADITIONAL EDUCATION SUPPORT (DANTES) EXAMINATIONS

GED = GED College Level Examinations.
SS = Subject Standardized Tests

TYPE	AREA AND TITLE	CREDITS
	Humanities	
GED	Expression	3
GED	Literary Materials	6
SS	SB 400 English Composition I	3
SS	SB 401 English Composition II	3
SS	SA 404 Survey of English Literature I	3
SS	SA 405 Survey of English Literature II	3
SS	SA 415 Speech I	2
SS	SA 406 Speech II	2
SS	SA 575 Beginning Latin I	3
SS	SA 576 Beginning Latin II	3
SS	SA 577 Beginning French I	3
SS	SA 578 Beginning French II	3
SS	SA 579 Beginning German I	3
SS	SA 580 Beginning German II	3
SS	SA 581 Beginning Russian I	3
SS	SA 582 Beginning Russian II	3
SS	SA 583 Beginning Spanish I	3
SS	SA 584 Beginning Spanish II	3
SS	SA 585 Beginning Italian I	3
SS	SA 586 Beginning Italian II	3
SS	SA 820 Technical Writing	3
	Social Sciences -- History	
GED	Social Sciences	6
SS	SA/SB 453 Principles of Economics I	3
SS	SA/SB 454 Principles of Economics II	3
SS	SA 455 History of the United States I	3
SS	SA 456 History of the United States II	3
SS	SA 457 History of Civilization I	3
SS	SA 458 History of Civilization II	3
SS	SA 459 Modern European History I	3
SS	SA 460 Modern European History II	3
SS	SB 460 European History (since 1914)	3
SS	SA 462 History of the American Negro	3
SS	SA 463 Russian History I	3
SS	SA 464 Russian History II	3
SS	SA 465 Latin American History I	3
SS	SA 466 Latin American History II	3
SS	SA 467 History of Modern East Asia	3
SS	SA 468 History of Southeast Asia	3
SS	SA 469 History of the Middle East	3
SS	SA 471 History of Africa	3
SS	SA 472 Problems of Contemporary Latin America	3
SS	SA 475 American Government I	3
SS	SA 476 American Government II	3
SS	SA 479 International Relations	3
SS	SA 481 Modern European Governments	3
SS	SA 482 Modern Asian Governments	2
SS	SA 485 General Psychology	3
SS	SA 488 Psychology of Personality and Adjustment	3
SS	SA 491 Educational Psychology	3
SS	SA 494 General Anthropology	3
SS	SA 495 Introductory Sociology	3
SS	SA 496 Sociology (Social problems)	3
SS	SA 498 Criminology	3
SS	SB 498 Criminology	3
SS	SA 522 College Geography II (Cultural)	3
	Mathematics/Natural Sciences	
GED	Natural Sciences	6
SS	SA 424 Intermediate College Algebra	3
SS	SA 425 College Algebra	3
SS	SB 425 College Algebra (Modern)	3
SS	SA 430 Analytical Geometry	3
SS	SA/SB 433 Basic Statistics	3
SS	SA 435 Plane Trigonometry	2
SS	SA 440 Calculus I	4
SS	SA 441 Calculus II	4
SS	SA 442 Analytical Geometry and Calculus I	4
SS	SA 443 Analytical Geometry and Calculus II	4
SS	SA 444 Analytical Geometry and Calculus III	4
SS	SA 445 Differential Equations	3
SS	SA 446 Linear Algebra	3
SS	SA/SB 500 Astronomy	3
SS	SA/SB 503 College Biology I	3
SS	SA/SB 504 College Biology II	3
SS	SA 505 General Geophysics	3
SS	SA 510 Oceanography	3
SS	SA 512 Survey of Physical Science I	3
SS	SA 513 Survey of Physical Science II	3
SS	SA 514 College Chemistry I	3

TYPE	AREA AND TITLE	CREDITS
SS	SA 515 College Chemistry II	3
SS	SA/SB 517 College Physics I	3
SS	SA/SB 518 College Physics II	3
SS	SA 519 Geology I	3
SS	SA 520 Geology II	3
SS	SA 521 College Geography I (Physical)	3
SS	SA 523 Elements of Geography	3
	Electives	
SS	SA 497 Introduction to Law Enforcement	3
SS	SA 507 Hygiene (Healthful living)	3
SS	SA 525 Principles of Accounting I	3
SS	SA 526 Principles of Accounting II	3
SS	SA 527 Intermediate Accounting	6
SS	SA/SB 533 Business Law I	3
SS	SA 534 Business Law II	3
SS	SA 535 Introduction to Data Processing	2
SS	SA 539 Principles of Management	3
SS	SA 543 Introduction to Business	2
SS	SB 543 Introduction to Business	3
SS	SA 544 Personnel Management	3
SS	SA 545 Office Management	3
SS	SA 546 Risk and Insurance	3
SS	SA 547 Introduction to Real Estate	3
SS	SA 548 Money and Banking	3
SS	SA 549 Marketing	3
SS	SA 560 Introduction to Education	3
SS	SA 568 Introduction to Forestry	3
SS	SA 700 General Aeronautics	3
SS	SA 710 Jet Aircraft Engines	2
SS	SA 756 Introduction to Carpentry	3
SS	SA 759 Introduction to Mechanical Drawing I	3
SS	SA 770 Introduction to Mechanical Drawing II	3
SS	SA 788 Introduction to Electronics I	3
SS	SA 789 Introduction to Electronics II	3
SS	SA 794 Introduction to Diesel Engines I	3
SS	SA 795 Introduction to Diesel Engines II	3
SS	SA 810 Technical Mathematics I	3
SS	SA 811 Technical Mathematics II	3
SS	SA 885 Fundamentals of Radio	3
SS	SA 887 Intermediate Radio	4
SS	SA 890 Radio Servicing	4
SS	SA 891 Television Servicing	
SS	SA 893 Introduction to Television I	3
SS	SA 894 Introduction to Television II	3
SS	SA 936 Introduction to Refrigeration	3
SS	SA 960 Introduction to Quality Control	3

Appropriate *End-of-Course Tests and Subject Examinations* administered by USAFI or DANTES can be used to satisfy the requirements of the Associate in Arts or Associate in Science degree. Since the titles of these examinations are similar to the titles of the Subject Standardized Examinations, one should use the list of Subject Standardized Examinations presented earlier as a guide in classifying the End-of-Course and Subject Examinations in the subject matter areas of humanities, social sciences, mathematics/natural sciences, and electives. Credit is allowed for these examinations in accordance with the recommendations established by the American Council on Education. Credit recommendations for End-of-Course Tests are provided in the bulletin "Opportunities for Educational and Vocational Advancement," fourth edition. The Subject Examination credit recommendations are listed in the second edition of the same bulletin. Both bulletins can be obtained from The Office on Educational Credit (OEC), formerly the Commission on Accreditation of Service Experiences (CASE).

Office on Educational Credit
of the American Council on Education
One Dupont Circle
Washington, D.C. 20036

SAMPLE

REGENTS EXTERNAL DEGREE STATUS REPORT

ASSOCIATE IN ARTS

TITLE	CREDIT DISTRIBUTION				
	Grade	Humanities	Social Science/ History	Natural Science/ Mathematics	Electives
1971 NEW YORK COLLEGE PROFICIENCY EXAMINATIONS					
Freshman English	A	6			
European History	B		6		
1970 CLEP (GENERAL EXAMINATIONS)					
Humanities (594)	P	6			
1969-70 UNIVERSITY OF M.					
General Biology 1	C			4	
General Chemistry 1	C			4	
Modern Mathematics	B			3	
Introduction to Accounting	C				3
1967 MILITARY SERVICE SCHOOL COURSES					
Hospital Corpsman, Class A	P				
Elementary Anatomy & Physiology				3	
Hygiene					2
1967 USAFI SUBJECT STANDARDIZED TESTS					
Introduction to Business (55)	P				3
Evaluation No. 1 — Total Hours:		40	12	6	14	8
Evaluation No. 2 — Total Hours:						
Evaluation No. 3 — Total Hours:						
Evaluation No. 4 — Total Hours:						
Evaluation No. 5 — Total Hours:						
Evaluation No. 6 — Total Hours:						

Grade Point Average

Evaluation No. 1			Evaluation No.			Evaluation No.			Evaluation No.		
6	A	24		A			A			A	
9	B	27		B			B			B	
11	C	22		C			C			C	
0	D	0		D			D			D	
26		73									
Sem. Hrs. Earned		Quality Points	Sem. Hrs. Earned		Quality Points	Sem. Hrs. Earned		Quality Points	Sem. Hrs. Earned		Quality Points
Grade Pt. Ave. 2.80			Grade Pt. Ave.			Grade Pt. Ave.			Grade Pt. Ave.		

SAMPLE STATUS REPORT

Associate in Arts Regents External Degree

This sample Status Report has been prepared for an individual who submitted transcripts for evaluation from three testing agencies (New York College Proficiency Examination Program, College-Level Examination Program, United States Armed Forces Institute), one college (University of M.), and one military service school. The amount of credit allowed for each course and examination is listed under the requirement it fulfills. For example, the six semester hours for the New York College Proficiency Examination "Freshman English" are classified under the humanities area of the distribution requirement. The college-level content of the military service school, Hospital Corpsman, Class A, has been evaluated by the Office on Educational Credit as being equal to 3 semester hours in elementary anatomy and physiology and 2 semester hours in hygiene.

The total number of hours earned in each area of the distribution requirements, as well as those of the elective area, are recorded on the Status Report. Adding the totals of the three areas of the distribution requirement, determines that the candidate has completed a total 32 semester hours toward the 48 semester hour distribution requirement. This means that the candidate must complete an additional 16 semester hours to satisfy the total 48 semester hour distribution requirement.

It is important to realize that, according to the degree requirements, the 48 semester hours of the distribution requirement must be distributed as follows: a minimum of 9 semester hours must be earned in any of the three areas of study (1) humanities, (2) social sciences including history, and (3) natural sciences/mathematics, with a minimum of 12 semester hours in each of the remaining two areas. The sample Status Report indicates that 12 semester hours have been earned in two areas of study (humanities and natural sciences/mathematics). However, only six semester hours have been earned in the social sciences area. As a result, a minimum of three semester hours, of the additional 16 semester hours the candidate must complete in order to satisfy the total 48-hour distribution requirement, must be earned in the social sciences area. The remaining 13 semester hours can be earned in any one of the three areas of the distribution requirement or they may be distributed among the three areas.

Since the candidate has also earned 8 hours of elective credit, when he completes the 48 semester hours of the distribution requirement, a total of 56 semester hours will have been completed. Since a total of 60 semester hours is needed to complete the Associate in Arts degree, 4 additional semester hours will be required. These additional hours can be earned in any area, after the distribution requirement has been satisfied.

Only credits with letter grades are figured into the grade point average (in this example, evaluation No. 1 lists only 25 of the 40 credits earned).

As additional work is presented toward meeting the degree requirements, the grade results will be recorded on an updated version of the Status Report, indicating the cumulative record of the candidate.

REGENTS EXTERNAL DEGREE COMMITTEE ON ASSOCIATE IN ARTS

Milton G. Bassin, *York College of The City University of New York*
Peter Blomerley, *Tompkins-Cortland Community College*
George W. Brush, *Academy of Aeronautics*
Robert A. Chapman, *Corning Community College*
Mattie Cook, *Malcolm-King: Harlem College Extension*
Donald A. Eldridge, *Bennett College (ret.)*
Leon M. Goldstein, *Kingsborough Community College*
Richard F. Grego, *Sullivan County Community College*
Robert R. Gwydir, *Nassau Community College*
Robert J. Kopecek, *State University College at Utica/Rome*
Charles W. Laffin, Jr., *State University of New York Agricultural and Technical College at Farmingdale*
Robert J. Markes, *Ulster County Community College*
James E. McVean, *Jefferson Community College*
James Miller, *State University of New York Agricultural and Technical College at Farmingdale*
Aaron W. Warner, *Columbia University*
Norvin T. Whitmore, *Erie County Community College*

THE ASSOCIATE IN SCIENCE REGENTS EXTERNAL DEGREE

The Associate in Science Regents External Degree is awarded by The University of the State of New York to all who meet the requirements. It provides a flexible approach to academic accomplishment; there are no prerequisites such as age, residence, or previous education experience required for enrollment. There is no established order in which requirements must be met and there are no time constraints in earning a degree. Candidates who wish to transfer to a four-year college program after completing the Associate in Science degree should consult the school(s) they expect to attend in order to determine entrance requirements. Credits used toward earning a Regents External associate degree may later be applied toward Regents External baccalaureate degree requirements.

The following section describes the requirements for the Associate in Science Regents External Degree, and the ways in which those requirements can be satisfied. People interested in a two-year associate degree should compare these requirements with the Associate in Arts external degree to determine which program better meets their educational background and aspirations.

DEGREE REQUIREMENTS

Candidates must complete *all* of the following requirements:

1. *Minimum Number of Semester Hours* – A minimum of 60 credits or semester hours is required to earn the Associate in Science degree.

2. *Distribution Requirement* – A minimum of 30 credits must be distributed in the *liberal arts and sciences* among the following three areas of study: the humanities; the social sciences (which include history); and the natural sciences/mathematics. A minimum of 6 credits must be earned in any one of the three areas of study, with a minimum of 9 credits in each of the remaining two areas. An additional 6 credits needed to satisfy the 30-hour requirement in the liberal arts and sciences can be distributed in one or more of the three areas of the distribution requirement as the candidate chooses.

3. *Electives* – The remaining 30 credits are considered free *electives* and may be earned in any field of *collegiate* study, including vocational, technical, and professional areas, in addition to and including the areas of humanities, social sciences, and natural sciences/mathematics.

4. *Minimum Academic Average* – Candidates will be required to achieve a cumulative average of "C" or better to earn an Associate in Science degree. Although grades of "D" will be accepted for credit, these grades must be balanced by an equivalent number of "A" or "B" credit hours to achieve the "C" cumulative average. Only those grades that the candidate wishes to apply toward the degree will be recorded and kept on file. No grade of "F" will be recognized for credit. In those cases where "Pass-Fail" grades have been assigned, the "Pass" grade will be accepted for credit but will not be figured into the cumulative average. For information on computing the grade point average, please refer to the "Grading" portion of the General Information section of this catalog.

METHODS OF SATISFYING DEGREE REQUIREMENTS

The Associate in Science degree requirements can be satisfied by using:

1. College courses from regionally accredited institutions of higher learning
2. Recognized proficiency examinations, including those offered through the U.S. Military's USAFI and DANTES
3. Approved military service school courses
4. Special Assessment
5. Evaluated noncollegiate educational programs

Candidates may meet Associate in Science degree requirements by any one, or a combination, of the above methods as long as proper distribution and grade point average requirements are satisfied. It is important for degree candidates to guard against *duplication of credit.* (See page 21.)

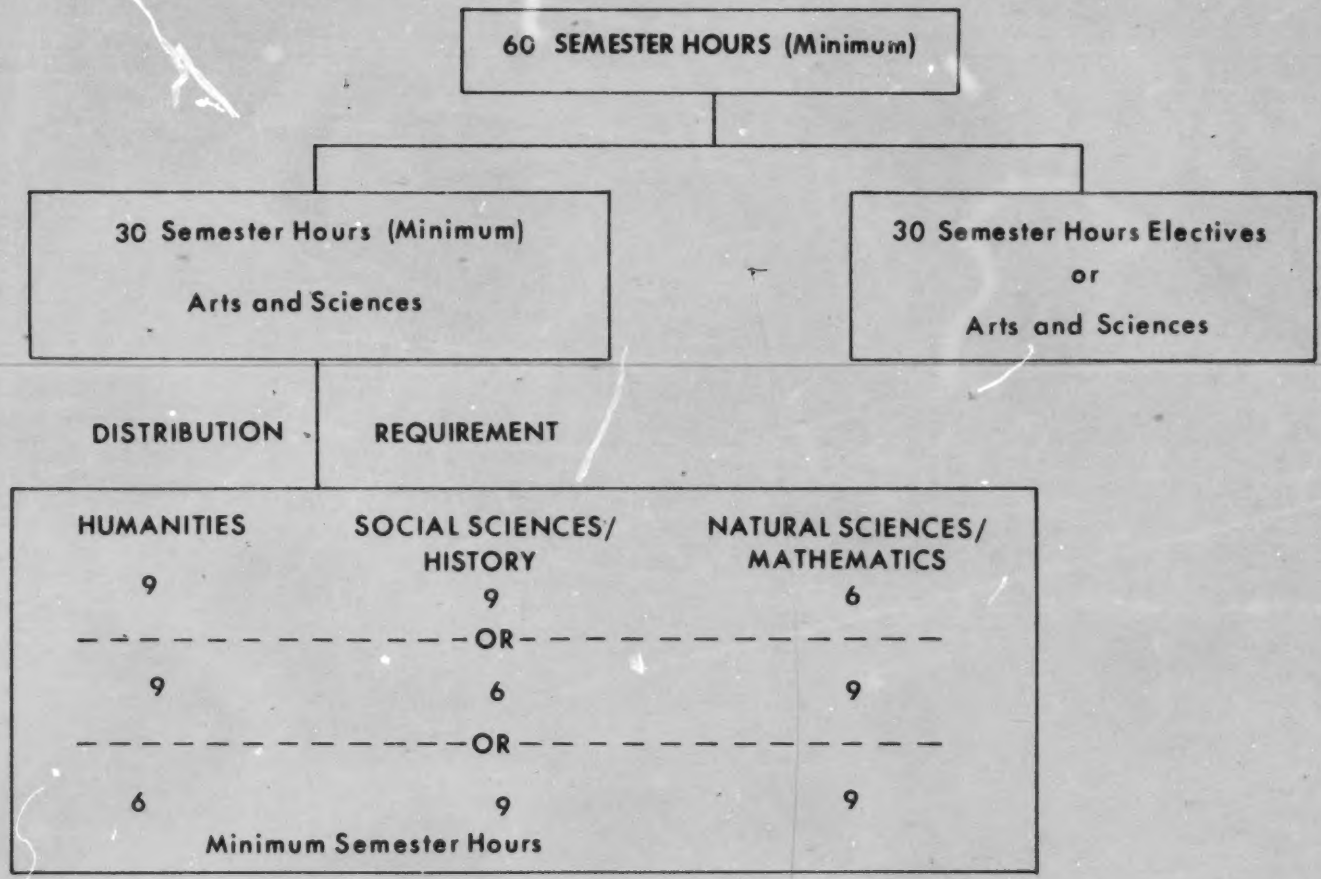
College Courses

Transcripts – Only official transcripts from regionally accredited colleges and universities will be evaluated by the Regents External Degree registrar. All transcripts from accredited institutions will be accepted for evaluation without regard to the number of institutions attended by the candidate or the dates of attendance.

Grading Policies – There is no time limit on completion of a course for it to be considered for credit. Only those grades and courses that candidates desire to apply toward their degrees will be evaluated. Only those courses in which a grade of "D" or better was achieved can be used for purposes of satisfying degree requirements. However, grades of "D" must be balanced by "A" or "B" grades in order to achieve the necessary 2.0 or "C" average for graduation. The amount of semester hours of credit allowed for individual courses is determined by the amount of credit that appears on the transcript as granted by the institution at which the courses were completed. Credit hours earned at colleges on a quarter system must be multiplied by two-thirds in order to convert them to semester hours.

Meeting the Distribution Requirements – Those courses that can be classified as satisfying the distribution requirement in humanities, social sciences, or natural sciences/mathematics,

ASSOCIATE IN SCIENCE DEGREE



will be recorded in the appropriate category. If a particular course cannot be identified as being related to one of these areas, it will be evaluated as elective credit. Courses may satisfy the humanities requirement if they can be identified as being related to a field of study such as art, music, drama, theater, philosophy, classics, language, English, or literature. Courses may satisfy the social sciences requirement if they are related to such areas as anthropology, economics, history, political science, psychology, or sociology. Courses may satisfy the natural sciences/mathematics requirement if they are related to such fields as biology, chemistry, calculus, statistics, or geology. Courses in other areas such as management, engineering, and college-level vocational and technical subjects can be used as free electives. Physical education activity courses cannot be counted for credit. A sample list of the types of courses that can be classified in the subject matter area of humanities, social sciences, natural sciences/mathematics, and electives follows. It should be noted that this is a sample list which does not contain all courses that can qualify for credit in a particular area.

SAMPLE LIST OF TYPICAL COLLEGE COURSES CLASSIFIED ACCORDING TO SUBJECT MATTER AREA

Humanities
- English Composition
- American Literature
- Elementary Latin
- History of Art
- Studio Art
- Theater
- Music Appreciation
- Intermediate French
- Philosophy

Natural Sciences/ Mathematics
- Biology
- Chemistry
- Physics
- Astronomy
- Basic Mathematics
- College Mathematics
- Introduction to Statistics
- Physical Geography

Social Sciences
- Economic Geography
- Introduction to Anthropology
- Economics
- Sociology
- Psychology
- American Government
- Western Civilization
- Cultural Geography
- Educational Psychology

Electives (College courses other than those in the previous three categories)
- Building Construction
- Introduction to Accounting
- Introduction to Business Administration
- Electronics
- Fundamentals of Nursing
- Techniques of Teaching
- Secretarial Science
- Health Education
- Mental Hygiene
- Reading Instruction

Proficiency Examinations

Transcripts – Only official transcripts from the following college-level testing agencies will be evaluated for credit by the Regents External Degree registrar:
- New York College Proficiency Examination Program
- Regents External Degree Program
- College-Level Examination Program (both single subject and general examinations)
- College Board Advanced Placement Examination Program
- Graduate Record Examination Advanced Tests
- Undergraduate Program Field Tests
- United States Armed Forces Institute (USAFI) or Defense Activity for Non-Traditional Education Support (DANTES)

Grading Policies – There is no time limit for completion of an examination for it to be considered for credit. Discontinued examinations are not listed but will be evaluated for credit as long as official transcripts are available. Only those grades and examinations that candidates

desire to apply toward their degrees will be evaluated. Only those examinations with a grade of "D," "Pass," or minimum acceptable standard score as determined by the Regents faculty committee will be accepted toward meeting the degree requirements.

Meeting Distribution Requirements - Existing examinations offered by the recognized testing agencies have been classified according to the distribution requirements in the humanities, social sciences or natural sciences/mathematics. Those examinations that could not be identified as relating to one of these areas are classified as electives. A list of these examinations, including the amount of credit granted, can be found on page 38-41. As new examinations are developed they will be classified according to the distribution requirements in the humanities, social sciences, or natural sciences/mathematics categories. Examinations that cannot be identified as relating to one of these areas will be evaluated as elective credit.

It should be noted that the College-Level Examination Program General Examinations in English, Humanities, Natural Sciences, and Social Sciences-History are equivalent to the United States Armed Forces Institute GED-College Level Examinations in Expression, Literary Materials, Natural Sciences, and Social Sciences, respectively. The completion of both types of examinations in a particular subject matter is considered duplication of credit toward a Regents External Degree.

Military Service School Courses

Credit may be earned toward the Associate in Science degree by completing military service school courses which contain college-level work and which have been evaluated by the Office on Educational Credit (formerly the Commission on Accreditation of Service Experience) of the American Council on Education. The actual credit recommendations provided by the Office on Educational Credit will determine the amount of academic credit to be granted toward the Associate in Science degree, and will classify the courses according to the three areas of the distribution requirement, or as elective credit. For those courses that have been evaluated by the Office on Educational Credit but do not carry credit recommendations, no credit will be granted toward the Associate in Science degree.

Special Assessment

Special Assessment can be used as a means of earning credit toward an Associate in Science degree. The amount and type of credit that may be granted for each assessment will vary according to the learning experience evaluated. A complete description of Special Assessment is provided in the "Approaches to Earning Credit" section of this catalog.

Evaluated Noncollegiate Educational Programs

Credit may be earned for noncollegiate educational programs sponsored by business, industry, government, labor unions, police academies and other agencies which have been evaluated by the American Council on Education or by the New York State Education Department's Office on Noncollegiate Sponsored Instruction and which carry a recommendation for college credit. A fuller discussion of these programs and a description of how to get further information about them is contained in the "Approaches to Earning Credit" section of this catalog.

APPROVED EXAMINATIONS FOR FULFILLING REGENTS EXTERNAL DEGREE REQUIREMENTS

A listing of approved examinations which may be used to fulfill degree requirements for the Regents External Associate in Science degree may be found on the pages concluding the Associate in Arts degree description.

MEDICAL LABORATORY TECHNICIAN - MLT (ASCP) - CERTIFICATION

ASCP Board of Registry requirements that must be met: (1) An applicant who has not attended a structured educational program must have an associate degree or equivalent from an accredited institution including courses in chemistry and biology, *plus* five years full-time acceptable laboratory experience within the last seven years, in hematology, microbiology, chemistry, blood banking, serology and urinalysis, plus Board of Registry examination. As of August 1976, 6 semester hours (9 quarter hours) of chemistry with laboratory and 6

semester (9 quarter hours) of biology with laboratory will be required in order to fulfill the chemistry and biology requirement; or, (2) an associate degree or equivalent from an accredited institution, including courses in chemistry and biology, *plus* graduation from a military medical laboratory training program of not less than 12 months duration (MOS 92B30, NEC 8417, AFSC 90450 or AFSC 90470 categories) *plus* Board of Registry examination. (August 1976 ruling applies to military graduates also.)

The Regents External Associate in Arts and Associate in Science degrees may be used to meet the two-year educational requirement for the Medical Laboratory Technician's, MLT (ASCP) examination. Please note, however, that although the Regents External Degree Program does not require its candidates to complete courses in biology and chemistry, candidates who wish to qualify for the Medical Laboratory Technician's, MLT(ASCP) examination must complete a one semester college course or proficiency examination in both biology and chemistry. Candidates utilizing proficiency examinations in biology and/or chemistry will be asked to present evidence of laboratory experience to The University for inclusion on their official transcript.

Additional information concerning the Medical Laboratory Technician, MLT(ASCP) examination may be obtained by writing to: ASCP Board of Registry, Box 4872, Chicago, Illinois 60680.

SAMPLE

REGENTS EXTERNAL DEGREE STATUS REPORT

ASSOCIATE IN SCIENCE

	TITLE	CREDIT DISTRIBUTION				
		Grade	Humanities	Social Science/ History	Natural Science/ Mathematics	Electives
1971:	NY COLLEGE PROFICIENCY EXAMINATIONS					
	Freshman English	A	6			
	European History	B		6		
1970:	COLLEGE-LEVEL EXAMINATION PROGRAM (GENERAL EXAMINATIONS)					
	Humanities (503)	Pass	6			
1969-70	UNIVERSITY OF M.					
	Economics	C				4
	Fundamentals of Engineering	C				4
	Modern Mathematics	B			3	
	Introduction to Accounting	C				3
1967	MILITARY SERVICE SCHOOL COURSES					
	Hospital Corpsman, Class A	Pass				
	Elementary Anatomy & Physiology				3	
	Hygiene					2
1967	USAFI SUBJECT STANDARDIZED TESTS					
	Introduction to Business (48)	Pass				3
	Evaluation No. 1 — Total Hours:	40	12	6	6	16
	Evaluation No. 2 — Total Hours:					
	Evaluation No. 3 — Total Hours:					
	Evaluation No. 4 — Total Hours:					
	Evaluation No. 5 — Total Hours:					
	Evaluation No. 6 — Total Hours:					

Grade Point Average

Evaluation No. 1			Evaluation No.			Evaluation No.			Evaluation No.		
6	A	24		A			A			A	
9	B	27		B			B			B	
11	C	22		C			C			C	
0	D	0		D			D			D	
26		73									
Sem. Hrs. Earned		Quality Points	Sem. Hrs. Earned		Quality Points	Sem. Hrs. Earned		Quality Points	Sem. Hrs. Earned		Quality Points
Grade Pt. Ave. 2.80			Grade Pt. Ave.			Grade Pt. Ave.			Grade Pt. Ave.		

SAMPLE STATUS REPORT

Associate in Science Regents External Degree

This sample Status Report has been prepared for an individual who submitted transcripts for evaluation from three testing agencies (New York College Proficiency Examination Program, College-Level Examination Program, United States Armed Forces Institute), one college (University of M.), and one military service school. The amount of credit allowed for each course and examination is listed under the requirement it fulfills. For example, the six semester hours for the New York College Proficiency Examination "Freshman English" are classified under the humanities area of the distribution requirements. The college-level content of the military service school, Hospital Corpsman, Class A, has been evaluated by the Office on Educational Credit as being equal to 3 semester hours in elementary anatomy and physiology and 2 semester hours in hygiene.

The total number of hours earned in each area of the distribution requirement, as well as those of the elective area, are recorded on the Status Report. Adding the totals of the three areas of the distribution requirement determines that the candidate has completed a total 24 semester hours toward the 30 semester hour distribution requirement in the liberal arts and sciences. This means that the candidate must complete an additional 6 semester hours to satisfy the total 30 semester hour distribution requirement.

It is important to realize that according to the degree requirements, the 30 semester hours of the distribution requirement must be distributed as follows: a minimum of 6 semester hours must be earned in any of the three areas of study (1) humanities, (2) social sciences including history, and (3) mathematics/natural sciences, with a minimum of 9 semester hours in each of the remaining two areas. The sample Status Report indicates that 12 semester hours have been earned in one area of study (humanities) while 6 semester hours have been earned in the other two areas (social science and mathematics/natural sciences). Consequently, this candidate must complete an additional 3 semester hours of credit in either the social sciences or mathematics/natural sciences area to satisfy the minimum distribution requirement. The remaining 3 semester hours can be earned in any one of the three areas of the distribution requirement or they may be distributed among the three areas.

Since the candidate has also earned 16 hours of elective credit, when he completes 30 semester hours of the distribution requirement, a total of 46 semester hours will have been completed. Since a total of 60 semester hours is needed to complete the Associate in Science degree, 14 additional semester hours will then be required. These additional hours can be earned in any area, as the distribution requirement has been satisfied.

Only credits with letter grades are figured into the grade point average (in this example, evaluation No. 1 lists only 24 of the 40 credits earned).

As additional work is presented toward meeting the degree requirements, the grade results will be recorded on an updated version of the Status Report, indicating the cumulative record of the candidate.

REGENTS EXTERNAL DEGREE COMMITTEE ON ASSOCIATE IN SCIENCE

Milton G. Bassin, *York College of The City University of New York*
Peter Blomerley, *Tompkins-Cortland Community College*
George W. Brush, *Academy of Aeronautics*
Robert A. Chapman, *Corning Community College*
Mattie Cook, *Malcolm-King: Harlem College Extension*
Donald A. Eldridge, *Bennett College (ret.)*
Leon M. Goldstein, *Kingsborough Community College*
Richard F. Grego, *Sullivan County Community College*
Robert R. Gwydir, *Nassau Community College*
Robert J. Kopecek, *State University College at Utica/Rome*
Charles W. Laffin, Jr., *State University of New York Agricultural and Technical College at Farmingdale*
Robert J. Markes, *Ulster County Community College*
James E. McVean, *Jefferson Community College*
James Miller, *State University of New York Agricultural and Technical College at Farmingdale*
Aaron W. Warner, *Columbia University*
Norvin T. Whitmore, *Erie County Community College*

ASSOCIATE REGENTS EXTERNAL DEGREES IN NURSING

Philosophy and Objectives

Consistent with the beliefs of The University of the State of New York, the nursing faculty of the Regents External Degree Program in Nursing believes that *what* a candidate has learned is more relevant than where, how, or when that learning occurred. The faculty also believes that an individual who can demonstrate essential knowledge and ability in nursing, consistent with that of graduates of more traditional preparatory programs, should be awarded a degree signifying that achievement, regardless of the circumstances surrounding that learning.

The faculty believes that within the broad scope of nursing there exists the potential for different levels of responsibility. The technical level of nursing is differentiated primarily by the high degree of predictable nursing outcomes that characterize the settings in which nurses at the associate degree level are prepared to function.

The faculty believes that fundamental to nursing at this level is the recognition that nursing is based on intellectual concepts that underlie clinical practice, and that central to this belief is that the human being is an integrated biological, psychological, and social whole. Any interruption in the health-illness continuum in any one of these areas influences all of them. The faculty further believes that nursing at the technical level includes the application of a broad spectrum of technological aspects of nursing care, health counseling and health teaching as well as the application of interpersonal communications.

Objectives

At the conclusion of the program, the candidate will have demonstrated:

1 – A knowledge of the value systems that place man as an individual within his culture, which emerges from an understanding of the natural and social sciences and the humanities.
2 – A knowledge of the range of the health continuum and recognition of variation within this continuum.
3 – A knowledge of the common patterns of health deviations.
4 – A knowledge of the interrelationship of the psychological, social and physical development of man.
5 – An understanding of the commonalities in nursing care required by all patients.
6 – An understanding of the differences in nursing care which result from specific health problems and/or individual differences.
7 – An ability to use knowledge in the process of direct nursing care of people.
8 – An ability to communicate on the behalf of patients.
9 – An ability to apply the principles of assessment and planning as a part of the nursing process.

10– An ability to use manipulative skills in meeting common recurring needs of patients and those needs caused by their individual health problem.

11– An ability to evaluate and revise ongoing nursing as part of the nursing process.

12– An understanding of the role and functions of the Associate Degree Nurse.

PROGRAM INFORMATION

The Regents External associate degrees in nursing consist of two components: a *general education component* and a *nursing component*. Candidates who satisfy the requirements for both components will be awarded an Associate in Science (nursing) Degree or an Associate in Applied Science (nursing) Degree by the Regents of The University of the State of New York.

Graduates will be eligible to take the registered nurse licensure examinations in New York State. Candidates who wish to take the registered nurse license examinations in states other than New York should contact licensing authorities in those states to determine whether they are eligible to take State Board exams there, or they should plan to take the licensing exams in New York and later apply for endorsement in another state.

Most people working toward the Associate Degree in nursing have a background in nursing or other areas of health care. Many are LPNs/LVNs, RNs (graduates of hospital diploma schools), corpsmen, nursing attendants, aides, etc. Such experience is extremely helpful; however, there are no enrollment prerequisites such as previous work or educational experience, or residence.

The Regents External Degree Nursing Program is registered by the State Education Department as an assessment program, therefore it does *not* offer or sponsor any instructional program or course of study. Study guides for all examinations are available on request, to help in independent study or review, and appropriate courses taken at regionally accredited institutions may be applied toward meeting degree requirements.

Candidates enrolling in the Associate Degree in nursing should become familiar with the important information included in the section of this catalog entitled "General Information."

ACCREDITATION

The Regents External Degree in Nursing, Associate Degree Program is now fully registered with the State Education Department, The University of the State of New York. In addition, the program had its official site visit by the National League for Nursing for accreditation in January 1975.

COMPARISON OF THE TWO ASSOCIATE DEGREES IN NURSING

The Regents External Degree Program in Nursing now offers two associate degrees in nursing: an Associate in Applied Science (nursing) (A.A.S.) and an Associate in Science (nursing) (A.S.). The nursing component requirements are identical for the two degrees; the difference is found in the requirements for the general education component.

The decision as to which degree the candidate should pursue should be based on the individual's choice of study in the arts and sciences and future educational plans. Candidates with specific educational or employment plans may find it helpful to contact those institutions to which they seek admission to determine which of the two degree programs would be most appropriate. Those who plan to continue working toward a bachelor's degree might find an A.S. in nursing more to their advantage because they will have completed more of the liberal arts and science credits they will ultimately need for a bachelor's degree. The A.A.S. degree allows more flexibility in electives. However, the advantages of each degree will vary with the candidate's circumstances and plans for future education.

Candidates must decide at the time of enrollment which degree they plan to pursue, but may change degree programs, without cost, after enrolling.

The General Education requirements for both the Associate in Science (A.S.) (nursing) and the Associate in Applied Science (A.A.S.) (nursing) can be met by the means described in the "Degree Requirements" section that follows, including college courses or proficiency examinations. However, the Associate in Science degree will be awarded only when 30 or more credits are earned in the arts and sciences distributed as indicated below, in addition to the nursing requirements. The Associate in Applied Science degree is based on number of courses or examinations satisfactorily completed as indicated below and allows considerable flexibility in the elective category.

General Education

Associate in Science (A.S.)		*Associate in Applied Science (A.A.S.)*	
Total	30 semester hour credits in the liberal arts and sciences (humanities, social sciences, natural sciences/ mathematics)	Total	10 one semester college courses* or 5 proficiency examinations in the liberal arts and sciences and/or electives
Distribution Requirement:		Distribution Requirement:	
Humanities	6 semester hour credits	Humanities	2 one semester courses or 1 proficiency examination
Social Sciences	6 semester hour credits	Social Sciences	2 one semester courses or 1 proficiency examination
Natural Sciences/ Mathematics	6 semester hour credits	Natural Sciences/ Mathematics	2 one semester courses or 1 proficiency examination
Liberal Arts Electives	All of the remaining 12 semester hour credits must also be in the liberal arts and sciences (humanities, social sciences, natural sciences/mathematics)	Electives	The remaining 4 courses or 2 proficiency examinations can be in either the liberal arts & sciences or in electives (such as health, accounting, etc.)
		*or 15 quarter courses	

DEGREE REQUIREMENTS

The General Education Component

The objective of the general education component is to ensure that degree recipients have a basic college-level competence in the humanities, social sciences, and natural sciences/mathematics. Candidates should guard against duplicating subject matter covered in various courses and examinations. The Regents External Degree registrar will answer candidates' questions on possible duplication. For the general education component only, there is no time limit on courses or examinations submitted for credit. It does not matter when these credits were earned so long as official transcripts are available. Only general education courses or examinations in which a grade of D or better was achieved can be used to satisfy a requirement. A minimum overall average of C is required for completion of the associate in nursing degrees.

Requirements

The Associate in Science (nursing) (A.S.) (Please note: These requirements differ from those specified for the Associate in Applied Science (nursing) degree which are detailed on page 56.)

To meet the General Education Component requirements of the A.S. degree a candidate must have *30 semester hours of credits*, all of which are in the *Liberal Arts and Sciences*, distributed in the following manner:

a. A minimum of 6 credits in humanities.
b. A minimum of 6 credits in social sciences.
c. A minimum of 6 credits in natural sciences/math.
d. The remaining 12 credits also must be in one or more of these arts and science areas.

The Associate in Applied Science (nursing) (A.A.S.) (Please note: These requirements differ from those specified for the Associate in Science (nursing) degree which are detailed on page 56.)

To meet the General Education Component requirements of the A.A.S. degree a candidate may use passing grades in *10 college courses* (each one semester in length, or 15 quarter-length courses) or satisfactory scores on five proficiency examinations distributed in the following manner:

a. A minimum of two semester courses (three quarter courses) or at least one proficiency examination in the area of *humanities*.
b. A minimum of two semester courses (three quarter courses) or at least one proficiency examination in the area of *social sciences*.
c. A minimum of two semester courses (three quarter courses) or at least one proficiency examination in the area of *natural sciences/mathematics*.
d. The remaining four semester courses (six quarter courses) or at least two proficiency examinations are *electives* and may be in *any* college subject, except nursing, including humanities, social sciences, natural sciences/mathematics, and others such as business, health, applied courses, etc.

Methods for Satisfying General Education Requirements

The General Education requirements for **both** the A.A.S. (nursing) and A.S. (nursing) can be satisfied by using:

1. Possession of a previously earned degree (Associate in Arts or baccalaureate degree)
2. College courses from regionally accredited institutions of higher learning
3. Recognized proficiency examinations, including those offered through the U.S. Military's USAFI and DANTES
4. Approved military service school courses
5. Special Assessment
6. Evaluated noncollegiate educational programs

Candidates may meet General Education Component requirements by any one, or a combination, of the above methods as long as proper distribution and grade point average requirements are satisfied. It is important for degree candidates to guard against duplication of credit. (See page 21.)

1. Possession of a Previously Earned Degree

The requirements of the General Education Component can be satisfied by submitting verification that an associate in arts degree or a baccalaureate degree was completed at an accredited institution of higher education. Other

associate degrees (associate in science, associate in applied science, etc.) may or may not satisfy the requirements of the General Education Component, and must be evaluated individually (see number 2, College Courses, below).

2. **College Courses**

Transcripts – Only official transcripts from regionally accredited colleges and universities will be evaluated by the Regents External Degree registrar. All transcripts from accredited institutions will be accepted for evaluation without regard to the number of institutions attended by the candidate or the dates of attendance.

Grading Policies – There is no time limit on completion of a course for it to be considered for credit. Only those grades and courses that candidates desire to apply toward their degrees will be evaluated. Only those courses in which a grade of "D" or better was achieved can be used for purposes of satisfying degree requirements. However, grades of "D" must be balanced by "A" or "B" grades in order to achieve the necessary 2.0 or "C" average for graduation. For the Associate in Science (nursing) degree, the amount of semester hours of credit allowed for individual courses is determined by the amount of credit that appears on the transcript as granted by the institution at which the courses were completed. Credit hours earned at colleges on a quarter year must be multiplied by two-thirds in order to convert them to semester hours.

Meeting the Distribution Requirements – Those courses that can be classified as satisfying the distribution requirement in humanities, social science, or natural science/mathematics, will be recorded in the appropriate category. If a particular course cannot be identified as being related to one of these areas, it will be evaluated as elective credit.

Courses may satisfy the humanities requirement if they can be identified as being related to a field of study such as art, music, drama, theater, philosophy, classics, language, English, or literature. Courses may satisfy the social sciences requirement if they are related to such areas as anthropology, economics, history, political science, psychology, or sociology. Courses may satisfy the natural sciences/mathematics requirement if they are related to such fields as biology, chemistry, calculus, statistics, or geology. Courses in other areas such as management, engineering, and college-level vocational and technical subjects *can be used as free electives in the Associate in Applied Science (nursing) degree program; however, electives for the Associate in Science (nursing) degree must be selected from the liberal arts and sciences.* Physical education activity courses cannot be counted for credit. A sample list of the types of courses that can be classified in the subject matter area of humanities, social sciences, natural sciences/mathematics, and electives follows. It should be noted that this is a sample list which does not contain all courses that can qualify for credit in a particular area.

SAMPLE LIST OF TYPICAL COLLEGE COURSES CLASSIFIED ACCORDING TO SUBJECT MATTER AREA

Humanities

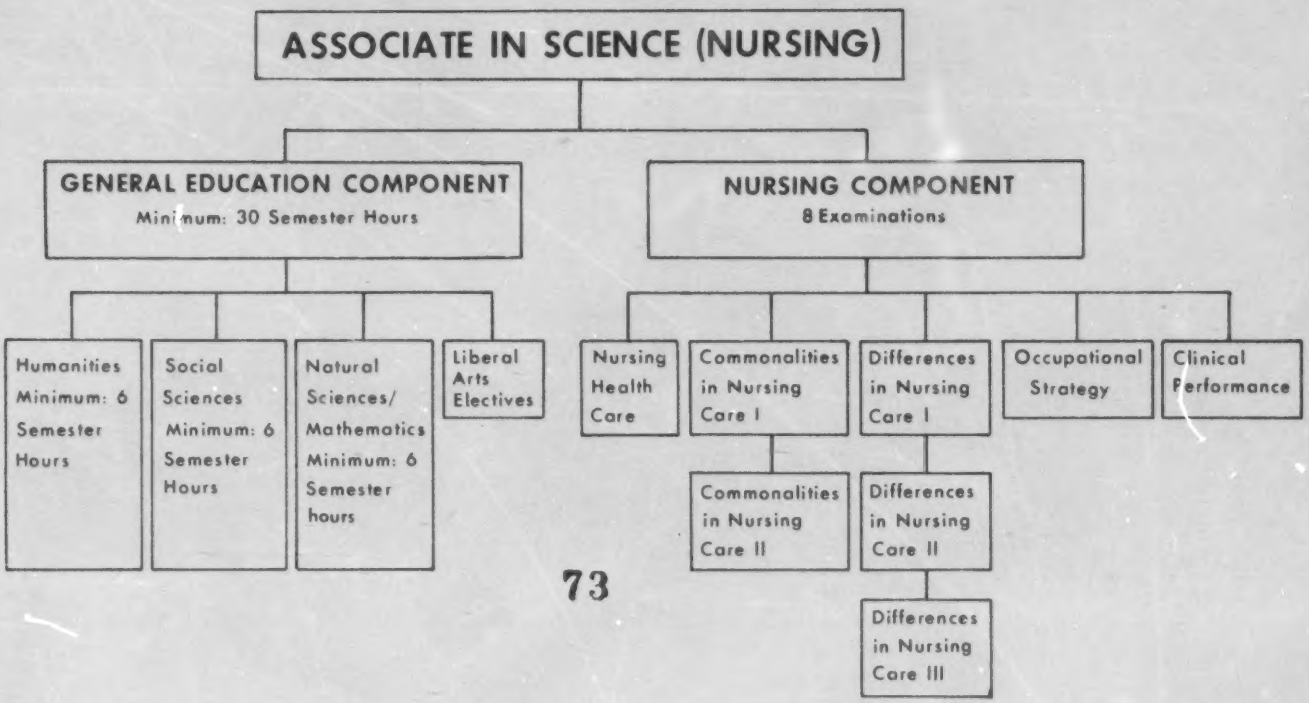
English Composition
American Literature
Elementary Latin
History of Art
Studio Art
Theater
Music Appreciation
Intermediate French
Philosophy

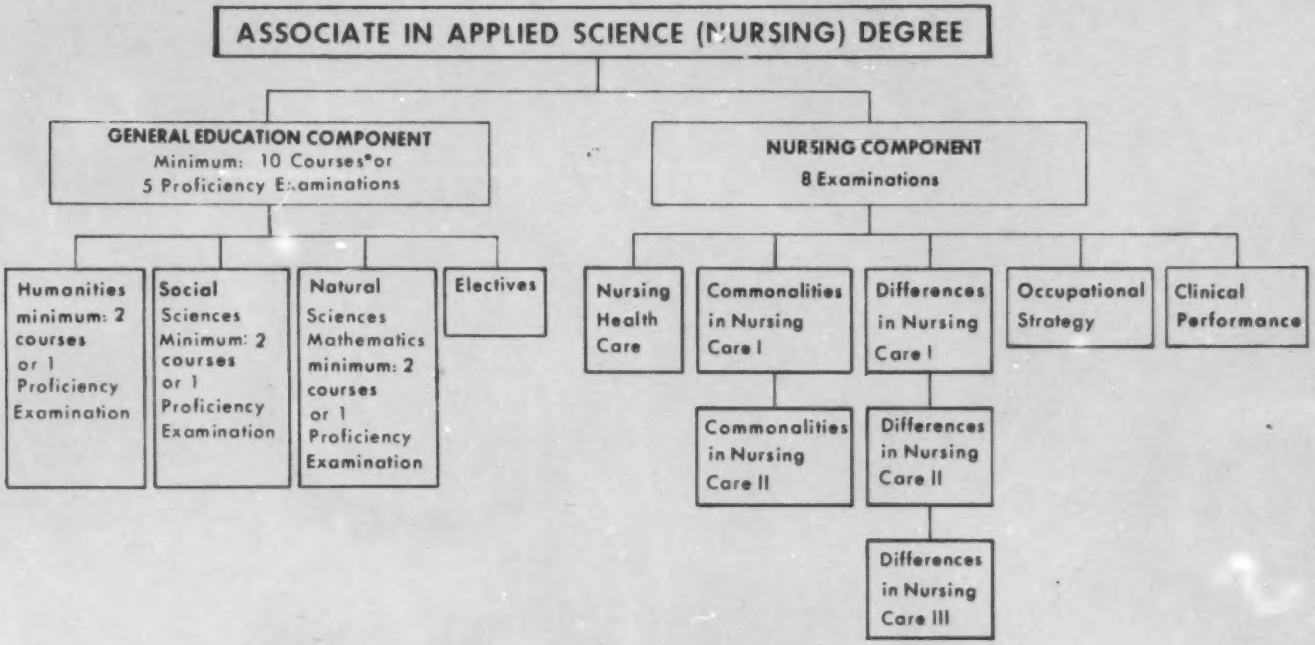
Natural Sciences/ Mathematics

Biology
Chemistry
Physics
Astronomy
Basic Mathematics
College Mathematics
Introduction to Statistics
Physical Geography

Social Sciences

Economic Geography
Introduction to Anthropology
Economics
Sociology
Psychology
American Government
Western Civilization
Cultural Geography
Educational Psychology


ASSOCIATE IN SCIENCE (NURSING)
GENERAL EDUCATION COMPONENT
Minimum: 30 Semester Hours
NURSING COMPONENT
8 Examinations
Humanities Minimum: 6 Semester Hours
Social Sciences Minimum: 6 Semester Hours
Natural Sciences/ Mathematics Minimum: 6 Semester hours
Liberal Arts Electives
Nursing Health Care
Commonalities in Nursing Care I
Differences in Nursing Care I
Occupational Strategy
Clinical Performance
Commonalities in Nursing Care II
Differences in Nursing Care II
Differences in Nursing Care III


ASSOCIATE IN APPLIED SCIENCE (NURSING) DEGREE
GENERAL EDUCATION COMPONENT
Minimum: 10 Courses*or
5 Proficiency Examinations
NURSING COMPONENT
8 Examinations
Humanities minimum: 2 courses or 1 Proficiency Examination
Social Sciences Minimum: 2 courses or 1 Proficiency Examination
Natural Sciences Mathematics minimum: 2 courses or 1 Proficiency Examination
Electives
Nursing Health Care
Commonalities in Nursing Care I
Commonalities in Nursing Care II
Differences in Nursing Care I
Differences in Nursing Care II
Differences in Nursing Care III
Occupational Strategy
Clinical Performance

* 10 Semester-length courses or 15 quarter courses

Electives (for A.A.S. degree program)

Building Construction
Introduction to Accounting
Introduction to Business Administration
Electronics
Techniques of Teaching
Secretarial Science
Health Education
Mental Hygiene
Reading Instruction

3. Proficiency Examinations

Transcripts – Only official transcripts from the following college-level testing agencies will be evaluated for credit by the Regents External Degree registrar:

- New York College Proficiency Examination Program
- Regents External Degree Program
- College-Level Examination Program (both single subject and general examinations) (CLEP)
- College Board Advanced Placement (AP) Examination Program
- United States Armed Forces Institute (USAFI) or Defense Activity for Nontraditional Education Support (DANTES)
- Graduate Record Examination (GRE) Advanced Tests
- Undergraduate Program (UP) Field Tests

Grading Policies – There is no time limit for completion of an examination for it to be considered for credit. Discontinued examinations will be evaluated for credit as long as official transcripts are available. Only those examinations with a grade of "D," "Pass," or minimum acceptable standard score as determined by the Regents' faculty committee will be accepted toward meeting the degree requirements. A complete listing of the minimum acceptable scores for all of the examinations offered by the recognized testing agencies can be found on page 9 of this catalog.

Meeting Distribution Requirements – Existing examinations offered by the recognized testing agencies have been classified according to the distribution requirements in the humanities, social sciences or natural sciences/mathematics. Those examinations that could not be identified as relating to one of these areas are classified as electives. A list of these examinations, including the amount of credit granted toward meeting the Associate in Science (nursing) degree requirements, can be found in the pages concluding this degree description. As new examinations are developed they will be classified according to the distribution requirements in the humanities, social sciences, or natural sciences/mathematics categories. Examinations that cannot be identified as relating to one of these areas will be evaluated as elective credit.

It should be noted that the College-Level Examination Program General Examinations in English, Humanities, Natural Sciences, and Social Sciences-History are equivalent to the United States Armed Forces Institute GED-College Level Examinations in Expression, Literary Materials, Natural Sciences, and Social Sciences, respectively. The completion of both types of examinations in a particular subject matter is considered duplication of credit toward a Regents External Degree.

4. Military Service School Courses

Credit may be earned toward the associate degrees in nursing by completing military service school courses which contain college-level work and which have been evaluated by the Office on Educational Credit (formally the Commission on Accreditation of Service Experience) of the American Council on Education. The actual credit recommendations provided by the Office on Educational Credit will determine the amount of academic credit to be granted toward the Associate in Science (nursing) degree, and to classify the courses according to the three areas of the distribution requirement, or as elective credit. For those courses that have been evaluated by the Office on Educational Credit but do not carry credit recommendations, no credit will be granted toward the associate degrees in nursing.

5. Special Assessment

Those individuals who have acquired college-level knowledge in a particular area either through experience, independent study or course work completed at unaccredited institutions of learning, and who wish to obtain credit for this knowledge other than by means of standard proficiency examinations, may select the Special Assessment approach to earning credit.

A Special Assessment of a candidate's college-level knowledge may take the form of an oral, written or performance examination. Artistic or literary portfolios may also be considered. The assessment process is designed with the participation of the candidate and conducted by faculty specially impanelled by the Regents External Degree Program.

Individuals may apply credit earned through Special Assessment toward general education requirements for the associate degrees in nursing. The amount of credit that may be granted for each assessment will vary according to the learning experience being evaluated. Further information is provided in the "Approaches to Earning Credit" section of this catalog.

6. Evaluated Noncollegiate Educational Programs

Credit may be earned for noncollegiate educational programs sponsored by business, industry, government, labor unions, police academies, and other agencies which have been evaluated by the American Council on Education or by the New York State Education Department's Office on Noncollegiate Sponsored Instruction and which carry a recommendation for college credit. A fuller discussion of these programs and a description of how to get further information about them is contained in the "Approaches to Earning Credit" section of this catalog.

7. Combination of the Above Approaches

Combinations of these approaches can be used to satisfy the distribution requirement (humanities, social sciences, natural sciences/mathematics and electives). Enrolled candidates may receive assistance in combining these approaches from the registrar of the Regents External Degree Program.

The Nursing Component

The objective of the nursing component is to ensure that degree recipients possess knowledge and technical nursing skills comparable to those of graduates from associate degree nursing programs. The candidate must demonstrate knowledge in four basic academic areas: health, commonalities in nursing care, differences in nursing care, and occupational strategy. The content of these nursing areas as a whole corresponds to the content typically included in the curriculum of associate degree nursing programs at accredited 2-year colleges. However, the content in the four academic areas represents a unique organization of nursing content at the associate degree level and may not reflect the present curriculum design or structure of specific courses offered in any particular college curriculum.

In addition to the four academic areas, the successful completion of a Clinical Performance Examination will be required of all candidates. Since performance in the clinical setting is an integral part of every nursing curriculum, candidates will be required to demonstrate competence in executing technical nursing skills, and judgement in the areas of planning, implementing, and evaluating nursing care. Although the performance area may not correspond to that required in a particular course in a standard nursing curriculum, it does reflect the performance of technical nursing skills expected of graduates from associate degree programs.

A general description of the five nursing areas follows:

1. Health – basic concepts in health, interrelatedness of the psychosocial and cultural factors which affect health, health continuum, and the health care delivery system.
2. Commonalities in nursing care – basic concepts in nursing, common recurring nursing problems, and nursing care common to all people.
3. Differences in nursing care – common and specific manifestations of major health problems – acute and chronic, and differences in nursing care resulting from specific health problems and the individual's response – birth through senescence.
4. Occupational strategy – role and function of the technical nurse, legal aspects, health and nursing team, and nursing organizations.
5. The Clinical Performance in Nursing Examination – involves both real patient care situations and simulated nursing laboratory situations in an actual hospital setting over a period of 2½ days.

   The candidate is required to administer comprehensive nursing care to a number of patients, one at a time. For each patient care situation, the candidate is observed and graded on the entire nursing process, including planning, implementation and evaluation for both children and adult patient care situations. For each patient care situation

the candidate is closely observed by a prepared nurse-evaluator, who uses specific criteria to determine whether or not the nursing care is satisfactory.

Details pertaining to both the procedures and the content of the Clinical Performance Exam in Nursing and the criteria for success are outlined in the Clinical Performance in Nursing Study Guide which may be obtained on request by enrolled candidates.

The cost of the examination is $250.

Satisfying Nursing Component Requirements:

Candidates may satisfy area requirements in the nursing component by means of recognized proficiency examinations or by waiving these examinations through college courses from regionally accredited colleges or universities which have recognized or accredited nursing programs. *The clinical performance requirement may be satisfied only by successful completion of the Regents External Degree Clinical Performance Examination.*

Below is an outline of how recognized examinations and college courses may be used in meeting degree requirements of the nursing component.

Examinations

The five area requirements of the nursing component may be satisfied by passing the following Regents External Degree Examinations:

1. Nursing Health Care
2. Commonalities in Nursing Care – Area I
3. Commonalities in Nursing Care – Area II
4. Differences in Nursing Care – Area I
5. Differences in Nursing Care – Area II
6. Differences in Nursing Care – Area III
7. Occupational Strategy
8. Clinical Performance Examination

The 7 written examinations can be taken in any order. However, to be eligible for the Clinical Performance Examination, candidates must have successfully completed all seven written nursing examinations or have them waived by acceptable nursing college course work. The general education requirements can be satisfied in any sequence, before, after or during completion of the nursing component requirements.

Guidelines for Requesting Waiver of Regents External Degree Nursing Examinations

Under certain conditions, transcripts containing traditional college courses, military service school courses, or the results of the New York College Proficiency Examination in Fundamentals of Nursing can be submitted for purposes of requesting a waiver of a Regents External Degree nursing examination. It is important to note that any college or military course work submitted for waiver:

must have been accomplished within 10 years of the date of enrollment in the Regents External Degree Program

must cover all the topics included on the examination developed to measure achievement in that area

must carry a grade of C or better

must be from an accredited institution of higher education or an approved military service school program. College or university level nursing courses from fully recognized foreign institutions of higher education can also be submitted for evaluation.

Because of variety of content in many programs, courses from diploma schools or hospital nursing courses completed in either this country or another cannot receive credit. However, the candidate may obtain credit by passing the Regents External Degree Examinations in Nursing.

College Courses – The following guidelines are provided to assist the candidate in determining the types of courses which can be submitted for purposes of requesting a waiver of a Regents External Degree nursing examination. A nursing examination will be waived only if the completed courses cover all the topics included on the examination developed to measure achievement in that area. Since the content for a specific course can vary from college to college, a blanket statement concerning the waiving of an examination for a course with a particular title cannot be made. Instead, an examination will be waived only after an evaluation of the description of a course is made, and the nursing degree Faculty Transcript Evaluation Committee is certain that all topics have been covered.

The course titles listed below are provided only as examples. It *cannot* be assumed that all courses with such titles will satisfy a nursing component requirement.

The following guidelines are organized by nursing component requirement. The titles for the courses which could be utilized to waive an examination are listed under the requirement to which they apply. In some cases, a comprehensive course or combination of courses could be

used to waive more than one examination. Examples of these types of courses are also provided below.

Candidates should remember that college courses must have been completed with a grade of C or better within ten years of enrollment in the Regents External Degree nursing program, and must cover all the topics included on the examination developed to measure achievement in that area. At this time it is not possible for a candidate to waive the Clinical Performance in Nursing examination.

I. Commonalities in Nursing Care – Area I
Depending upon content, the completion of a minimum of 3 to 4 semester hours in any one of the following courses:
   A. Fundamentals of Nursing
   B. Introduction to Nursing
   C. Physical-Mental Illness (First Semester Course)
   D. Nursing of Adults (First Semester Course)
   E. Clinical Science in Nursing (First Semester Course)

In order for any course(s) to qualify for waiving the Commonalities in Nursing Care, Area I Examination, it must include all of the following common or recurring areas of nursing care: The Comfort, Rest and Activity of Man; Nutrition; Elimination; Skin and Mucous Membranes.

II. Commonalities in Nursing Care – Area II
Depending upon content, the completion of any one of the following courses:
   A. Fundamentals of Nursing (Minimum of a 5 to 6 semester hour course from a baccalaureate program would satisfy both Commonalities I and II)
   B. Introduction to Nursing (Minimum of a 4 semester hour course from either an associate degree or baccalaureate program)
   C. Physical-Mental Illness (First or Second Semester Course)
   D. Nursing of Adults (First or Second Semester Course)
   E. Clinical Science in Nursing (First or Second Semester Course)

In order for any course(s) to qualify for waiving the Commonalities in Nursing Care: Area II Examination, it must include all of the following common or recurring areas of nursing care: Fluid Electrolyte Balance, Asepsis, Communication and Interpersonal Relations, Safe Environment, Oxygenation.

III. Commonalities in Nursing Care – Area I *and* II can both be satisfied, depending upon course content, by completing:
Minimum of a 4 to 5 semester hour course in Fundamentals of Nursing at the baccalaureate level, OR
Minimum of 1 to 2 semester courses from any of the following:
   A. Introduction to Nursing
   B. Physical-Mental Illness
   C. Nursing of Adults
   D. Clinical Science in Nursing

All topics listed under Commonalities in Nursing Care: Areas I and II must be covered by these courses in order to be utilized to waive both Area I and II Examinations.

IV. Differences in Nursing Care – Area I
Depending upon content, the completion of the following combination of courses:
   A. Maternal-Child Health (Maternity Part), and
   B. Any one of the following or comparable courses:
      1. Medical-Surgical Nursing
      2. Nursing of Adults
      3. Physical-Mental Illness
      4. Clinical Science in Nursing

To have the Differences in Nursing Care: Area I Examination waived, the courses must include nursing content specifically related to the different diseases and/or health care problems of both children and adults which the technical nurse may expect to encounter in clinical situations. The courses must specifically focus on oxygenation and cell growth.

V. Differences in Nursing Care – Area II
Depending upon content, the completion of the following combination of courses:
   A. Psychiatric Nursing-Mental Health, and
   B. Any one of the following or comparable courses:
      1. Medical-Surgical Nursing
      2. Nursing of Adults
      3. Physical-Mental Illness
      4. Clinical Science in Nursing

To have the Differences in Nursing Care: Area II Examination waived, the courses must include nursing content specifically related to the different diseases and/or health care problems of both children and adults which the technical

nurse may expect to encounter in clinical situations. The courses must specifically focus on Behavioral Responses and Body Secretions.

VI. Differences in Nursing Care – Area III
Depending upon content, the completion of any one of the following or comparable courses:
A. Medical-Surgical Nursing
B. Nursing of Adults
C. Physical-Mental Illness
D. Clinical Science in Nursing

To have the Differences in Nursing Care: Area III Examination waived, the courses must include nursing content specifically related to the different diseases and/or health care problems of both children and adults which the technical nurse may expect to encounter in clinical situations. The courses must specifically focus on Infectious Process, Tissue Trauma, and Neuromuscular Network.

VII. Differences in Nursing Care – Area I, II, *and* III can be totally satisfied, depending upon course content, by completing:
A. Maternal–Child Health, and
B. Psychiatric-Mental Health, and
C. Any one of the following courses:
1. Medical-Surgical Nursing
2. Physical-Mental Illness
3. Adult and Child Care

All topics listed under Differences in Nursing Care: Areas I, II and III must be covered by these courses in order to be utilized to waive Areas I, II and III Examinations.

VIII. Nursing Health Care
Depending upon content, the completion of any two or more of the following courses:
A. Nursing Family Health
B. Dynamics of Health Care
C. Nursing Process
D. Nutrition
E. Human Growth & Development
F. Public Health Nursing
G. Fundamentals of Nursing

To have the Nursing Health Care Examination waived, the courses must cover the basic concepts in health, as well as the interrelationship of the psycho-social and cultural factors which affect health. They must involve the health continuum, health care delivery systems, and factors influencing common health deviations. Particular emphasis must be made on the role of nursing and the technical nurse in relation to these aspects of health.

IX. Occupational Strategy
Depending upon content, the completion of the following courses:
Minimum of a 3 semester hour course in Foundations of Nursing, OR Trends in Nursing, OR
Minimum of 2 semester courses from any of the following:
A. Nursing Process
B. Seminar of Nursing Problems
C. Perspectives in Nursing

To have the Occupational Strategy Examination waived, the course(s) must cover the role of the technical nurse in relation to the current practice of nursing and functions of the technical nurse within the legal limitations placed on interdisciplinary health team, nursing team, licensure, and other legal guidelines governing nursing practice, nursing organizations, ethical and educational aspects of the practice of nursing, and the functions of the technical nurse.

New York State College Proficiency Examination

Candidates who have successfully completed the Fundamentals of Nursing examination offered by the New York State College Proficiency Examination Program (CPEP) may request a waiver for the Commonalities in Nursing Care Area I Regents External Degree Examination. This waiver is subject to the following restrictions:

1. CPE in Fundamentals of Nursing must have been successfully completed *prior to June 1, 1973.*
2. Candidate must have enrolled in the nursing external degree program prior to June 1, 1975.
3. A grade of "C" or above was earned on the examination.

At this time, *no other nursing examinations* may be used to waive an area requirement in the nursing component. Candidates should also note that the CPE's in Health Education Sciences may not be used to satisfy the nursing area requirement in Nursing Health Care.

Military Service School Courses

The requirements of the nursing component can be met by successfully completing military service school courses which contain appropri-

ate nursing-related college-level work and which have been evaluated by the Office of Educational Credit of the American Council on Education. The recommendations provided by this office in terms of the amount of college-level work contained in a particular course(s) will be utilized to determine the number of service school courses required to satisfy a nursing component requirement. The recommendations will also be used for purposes of classifying the courses according to the subject matter areas of the nursing component.

Special Assessment

Since specially designed examinations for the entire nursing component have been developed, Special Assessment procedures are not applicable to the nursing component. Because this is a non-instructional assessment program that depends entirely on objective and consistent measurement of achievement, all candidates (regardless of prior education, experience, or licensure) are required to demonstrate their knowledge and abilities in the manner outlined above. In this way, both the quality of the degree and the acceptance of graduates are more assured. Candidates with considerable past education and experience in nursing have found such background an advantage, permitting them to complete the degree requirements more quickly and with less difficulty than others.

Submitting Transcripts for Credit

Persons requesting credit for college courses must be enrolled in the Regents External Degree Program and submit official transcripts from regionally accredited institutions of higher learning at which the credit was earned.

The student is responsible for having official descriptions of the course(s) sent by the registrar of the institution attended to the Regents External Degree registrar. A course will qualify for credit toward the nursing degree only after an evaluation of its description is made, and the Faculty Transcript Evaluation Committee, which meets quarterly, is certain that the appropriate topics were covered. Candidates should not expect to receive results of their evaluation until 6 to 8 weeks after the Regents External Degree Program has received the official description to be evaluated.

Grading

An overall grade average of C or above is required for completion of the Associate Degree in nursing. Only courses or examinations which carry grades of C (or better) or P (pass) can qualify toward satisfying a nursing component requirement. Courses or examinations with grades of D (or better) can be used toward the general education component. Because of the requirement of a C average, D grades accepted toward the general education component must be offset by enough A or B grades to average out to a C.

In some cases, the Fundamentals of Nursing College Proficiency examination can be used for credit. (See Examination Waiver above.) The grade for this examination will *not* be included in the overall grade average. Examinations which are graded on a scaled scored basis also will *not* be included in the overall grade average. These examinations include the seven written Regents External Nursing examinations. For these examinations a scaled score of 45 or above is passing.

APPROVED EXAMINATIONS FOR FULFILLING ASSOCIATE IN NURSING REGENTS EXTERNAL DEGREE REQUIREMENTS

CPE = College Proficiency Examination Program
CLEP = College-Level Examination Program
REDE = Regents External Degree Program
AP = Advanced Placement (College Board) Examinations
USAFI = United States Armed Forces Institute (now DANTES)

PREPARED BY	AREA AND TITLE	CREDITS*
GENERAL EDUCATION COMPONENT		
	Humanities	
CLEP	American Literature	6
CPE	American Literature: Beginnings to Civil War	3
CPE	American Literature: Civil War to Present	3
CLEP	Analysis and Interpretation of Literature	6
CPE	Applied Music, Minor Level	2
CPE	Applied Music, Major Level	4
AP	Art	6
AP	Classics	6
AP	English	6
AP	English Composition-Subject	6
CLEP	English Composition-General	3
CLEP	English Literature	6
REDE	French (Battery A)	24
REDE	French (Battery B): Applied Linguistics	3
AP	French	6
CPE, CLEP	Freshman English	6
REDE	German (Battery A)	24
REDE	German (Battery B): Applied Linguistics	3
AP	German	6
CLEP	Humanities-General	6
REDE	Italian (Battery A)	24
REDE	Italian (Battery B): Applied Linguistics	3
AP	Music	6
CPE	Philosophy of Education**	6**
REDE	Russian (Battery A)	24
REDE	Russian (Battery B): Applied Linguistics	3
CPE	Shakespeare	3
REDE	Spanish (Battery A)	24
REDE	Spanish (Battery B): Applied Linguistics	3
AP	Spanish	6
	Social Sciences History	
CPE	African and Afro-American History	6
CLEP	Afro-American History	3
CLEP	American Government	3
CPE, CLEP, AP	American History	6
CPE	Educational Psychology***	6***
CLEP	Educational Psychology	3
CPE, AP	European History	6
REDE	French (Battery B): Civilization and Culture	3
CLEP	General Psychology	3
REDE	German (Battery B): Civilization and Culture	3
CPE	History of American Education	3
CLEP	Human Growth and Development	3
CPE	Introduction to Criminal Justice	3
CLEP	Introductory Macroeconomics	3
CLEP	Introductory Microeconomics	3
CLEP	Introductory Microeconomics and Macroeconomics	3
CLEP	Introductory Economics	6
REDE	Italian (Battery B): Civilization and Culture	3

* "Credits" apply only to the Associate in Science (Nursing) degree.

** Graduate-level examinations.

*** Exams taken up to Oct. '72 were 6-credit exams; thereafter, 3-credit exams were given.

TYPE	AREA AND TITLE	CREDITS
REDE	Russian (Battery B): Civilization and Culture	3
CLEP	Sociology (Introductory)	6
CLEP	Social Sciences/History-General*	6
REDE	Spanish (Battery B): Civilization and Culture	3
CLEP	Western Civilization	6

Mathematics and Natural Sciences

CPE	Anatomy and Physiology	6
CPE, CLEP, AP	Biology	6
AP	Chemistry	6
CLEP	College Algebra	3
CLEP	College Algebra and Trigonometry	3
CPE	Earth Science	6
CLEP	General Chemistry	6
CLEP	Geology	6
CLEP	Introductory Calculus	6
CLEP	Introductory Calculus with Analytical Geometry	6
CLEP	Mathematics-General	6
AP	Mathematics	6
CLEP	Microbiology	3
CLEP	Natural Sciences-General	6
AP	Physics	6
CLEP	Statistics	3
CLEP	Trigonometry	3

Electives (Apply only to the Associate in Applied Science – AAS degree)

CLEP	Accounting (Introductory)	
CLEP	Chemistry (Clinical)	
CLEP	Computer Programming: Elementary Fortran IV	
CLEP	Computers and Data Processing	
CPE	Criminal Investigation	
CPE	Corrective and Remedial Instruction in Reading*	
CPE	Diagnosis and Remediation of Reading Problems*	
REDE	French (Battery B): Professional Preparation (Teaching methods)	
REDE	German (Battery B): Professional Preparation (Teaching methods)	
CPE	Health I: Personal Health-Physical Aspects	
CPE	Health II: Personal Health-Emotional and Social Aspects	
CPE	Health III: Public Environmental Health	
CLEP	Hematology	
CLEP	Immunohematology and Blood Banking	
CLEP	Introduction to Business Management	
CLEP	Introductory Business Law	
CLEP	Introductory Marketing	
REDE	Italian (Battery B): Professional Preparation (Teaching Methods)	
CLEP	Money and Banking	
CPE	Reading Instruction in the Elementary School	
REDE	Russian (Battery B): Professional Preparation (Teaching Methods)	
REDE	Spanish (Battery B): Professional Preparation (Teaching Methods)	
CLEP	Tests and Measurement	
REDE	Business-Level I Accounting	
REDE	Business-Level II Accounting	
REDE	Business-Level III Accounting	
REDE	Business-Level I Finance	
REDE	Business-Level II Finance	
REDE	Business-Level III Finance	
REDE	Business-Level I Marketing	
REDE	Business-Level II Marketing	
REDE	Business-Level III Marketing	
REDE	Business-Level I Operations Management	
REDE	Business-Level II Operations Management	
REDE	Business-Level III Operations Management	
REDE	Business-Level I Management of Human Resources	
REDE	Business-Level II Management of Human Resources	
REDE	Business-Level III Management of Human Resources	
REDE	Business-Business Environment and Strategy	

NURSING COMPONENT

REDE	Nursing-Nursing Health Care	
REDE	Nursing-Commonalities in Nursing Care: Area I	
REDE	Nursing-Commonalities in Nursing Care: Area II	
REDE	Nursing-Differences in Nursing Care: Area I	
REDE	Nursing-Differences in Nursing Care: Area II	
REDE	Nursing-Differences in Nursing Care: Area III	
REDE	Nursing-Occupational Strategy	
REDE	Nursing-Clinical Performance	
CPE	Fundamentals of Nursing**	

* Graduate-level examinations.

** May waive Commonalities in Nursing Care: Area I requirement.

UNITED STATES ARMED FORCES INSTITUTE (USAFI) AND DEFENSE ACTIVITY FOR NON-TRADITIONAL EDUCATION SUPPORT (DANTES) EXAMINATIONS

GED = GED College-Level Examinations
SS = Subject Standardized Tests

TYPE	AREA AND TITLE	CREDITS*
	Humanities	
GED	Expression	3
GED	Literary Materials	6
SS	SB 400 English Composition I	3
SS	SB 401 English Composition II	3
SS	SA 404 Survey of English Literature I	3
SS	SA 405 Survey of English Literature II	3
SS	SA 415 Speech I	2
SS	SA 406 Speech II	2
SS	SA 575 Beginning Latin I	3
SS	SA 576 Beginning Latin II	3
SS	SA 577 Beginning French I	3
SS	SA 578 Beginning French II	3
SS	SA 579 Beginning German I	3
SS	SA 580 Beginning German II	3
SS	SA 581 Beginning Russian I	3
SS	SA 582 Beginning Russian II	3
SS	SA 583 Beginning Spanish I	3
SS	SA 584 Beginning Spanish II	3
SS	SA 585 Beginning Italian I	3
SS	SA 586 Beginning Italian II	3
SS	SA 820 Technical Writing	3
	Social Sciences – History	
GED	Social Sciences	6
SS	SA/SB 453 Principles of Economics I	3
SS	SA/SB 454 Principles of Economics II	3
SS	SA 455 History of the United States I	3
SS	SA 456 History of the United States II	3
SS	SA 457 History of Civilization I	3
SS	SA 458 History of Civilization II	3
SS	SA 459 Modern European History I	3
SS	SA 460 Modern European History II	3
SS	SB 460 European History (since 1914)	3
SS	SA 462 History of the American Negro	3
SS	SA 463 Russian History I	3
SS	SA 464 Russian History II	3
SS	SA 465 Latin American History I	3
SS	SA 466 Latin American History II	3
SS	SA 467 History of Modern East Asia	3
SS	SA 468 History of Southeast Asia	3
SS	SA 469 History of the Middle East	3
SS	SA 471 History of Africa	3
SS	SA 472 Problems of Contemporary Latin America	3
SS	SA 475 American Government I	3
SS	SA 476 American Government II	3
SS	SA 479 International Relations	3
SS	SA 481 Modern European Governments	3
SS	SA 482 Modern Asian Governments	2
SS	SA 485 General Psychology	3
SS	SA 488 Psychology of Personality and Adjustment	3
SS	SA 491 Educational Psychology	3
SS	SA 494 General Anthropology	3
SS	SA 495 Introductory Sociology	3
SS	SA 496 Sociology (Social problems)	3
SS	SA 498 Criminology	3
SS	SB 498 Criminology	3
SS	SA 522 College Geography II (Cultural)	3
	Mathematics/Natural Sciences	
GED	Natural Sciences	6
SS	SA 424 Intermediate College Algebra	3
SS	SA 425 College Algebra	3
SS	SB 425 College Algebra (Modern)	3
SS	SA 430 Analytical Geometry	3
SS	SA/SB 433 Basic Statistics	3
SS	SA 435 Plane Trigonometry	2
SS	SA 440 Calculus I	4
SS	SA 441 Calculus II	4
SS	SA 442 Analytical Geometry and Calculus I	4
SS	SA 443 Analytical Geometry and Calculus II	4
SS	SA 444 Analytical Geometry and Calculus III	4
SS	SA 445 Differential Equations	3
SS	SA 446 Linear Algebra	3
SS	SA/SB 500 Astronomy	3
SS	SA/SB 503 College Biology I	3
SS	SA/SB College Biology II	3

* "Credits" apply only to the Associate in Science (Nursing) degree.

TYPE	AREA AND TITLE	CREDITS
SS	SA 512 Survey of Physical Science I	3
SS	SA 513 Survey of Physical Science II	3
SS	SA 514 College Chemistry I	3
SS	SA 515 College Chemistry II	3
SS	SA/SB 517 College Physics I	3
SS	SA/SB 518 College Physics II	3
SS	SA 519 G[illegible]ogy I	3
SS	SA 520 G[illegible]ogy II	3
SS	SA 521 C[illegible]ge Geography I (Physi[illegible]	3
SS	SA 5[illegible]ements of Geography	3

Electives (Apply only to the Associate in Applied Science – AAS degree)

TYPE	AREA AND TITLE	CREDITS
SS	SA 497 Introduction to Law Enforcement	
SS	SA 507 Hygiene (Healthful living)	
SS	SA 525 Principles of Accounting I	
SS	SA 526 Principles of Accounting II	
SS	SA 527 Intermediate Accounting	
SS	SA/SB 533 Business Law I	
SS	SA 534 Business Law II	
SS	SA 535 Introduction to Data Processing	
SS	SA 539 Principles of Management	
SS	SA 543 Introduction to Business	
SS	SB 543 Introduction to Business	
SS	SA 544 Personnel Management	
SS	SA 545 Office Management	
SS	SA 546 Risk and Insurance	
SS	SA 547 Introduction to Real Estate	
SS	SA 548 Money and Banking	
SS	SA 549 Marketing	
SS	SA 560 Introduction to Education	
SS	SA 568 Introduction to Forestry	
SS	SA 700 General Aeronautics	
SS	SA 710 Jet Aircraft Engines	
SS	SA 756 Introduction to Carpentry	
SS	SA 759 Introduction to Mechanical Drawing I	
SS	SA 770 Introduction to Mechanical Drawing II	
SS	SA 788 Introduction to Electronics I	
SS	SA 789 Introduction to Electronics II	
SS	SA 794 Introduction to Diesel Engines I	
SS	SA 795 Introduction to Diesel Engines II	
SS	SA 810 Technical Mathematics I	
SS	SA 811 Technical Mathematics II	
SS	SA 885 Fundamentals of Radio	
SS	SA 887 Intermediate Radio	
SS	SA 890 Radio Servicing	
SS	SA 891 Television Servicing	
SS	SA 893 Introduction to Television I	
SS	SA 894 Introduction to Television II	
SS	SA 936 Introduction to Refrigeration	
SS	SA 960 Introduction to Quality Control	

Appropriate *End-of-Course Tests and Subject Examinations* administered by USAFI or DANTES can be used to satisfy the requirements for the associate in nursing degrees. Since the titles of these examinations are similar to the titles of the Subject Standardized Examinations, one should utilize the list of Subject Standardized Examinations, presented earlier as a guide in classifying the End-of-Course and Subject Examinations in terms of the subject matter areas of humanities, social sciences, mathematics/natural sciences and electives.

SAMPLE

REGENTS EXTERNAL DEGREE STATUS REPORT

ASSOCIATE IN APPLIED SCIENCE (NURSING)*

TITLE	Grade	GEN. EDUC.					NURSING							
		Humanities	Social Sciences	Natural Sciences/ Mathematics	Electives		Nursing Health Care	Commonalities in Nursing Care: Area I	Commonalities in Nursing Care: Area II	Differences in Nursing Care: Area I	Differences in Nursing Care: Area II	Differences in Nursing Care: Area III	Occupational Strategy	Performance
Regents External Degree Examinations														
Nursing Health Care ( )														
Commonalities in Nursing Care: Area I (57); Area II ( )	P							X						
Differences in Nursing Care: Area I ( ); Area II ( ); Area III ( )														
Occupational Strategy (65)	P												X	
Performance ( )														
1971 NEW YORK COLLEGE PROFICIENCY EXAMINATIONS														
Freshman English	A	X												
Biology	B			X										
1970 CLEP (GENERAL EXAMINATIONS)														
Natural Sciences (594)	P			X										
1969-70 UNIVERSITY OF V.														
Computer Science I	B				X									
1967 MILITARY SERVICE SCHOOL COURSES														
Construction Drafting	P				X									

		C	N	C	C	N	C	N	N	N	N	C	N
Evaluation No. 1	Requirements Satisfied*												
Evaluation No. 2	Requirements Satisfied*												
Evaluation No. 3	Requirements Satisfied*												
Evaluation No. 4	Requirements Satisfied*												
Evaluation No. 5	Requirements Satisfied*												
Evaluation No. 6	Requirements Satisfied*												

*C = Requirements Completely Met; P = Requirements Partially Met; N = Requirements Not Met

47690

*Please note that different degree requirements for the Associate in Science and Associate in Applied Science degree are specified on page 56.

SAMPLE

REGENTS EXTERNAL DEGREE STATUS REPORT

Associate in Science (Nursing) *

TITLE	Grade	GEN. EDUC: Humanities	GEN. EDUC: Social Sciences	GEN. EDUC: Natural Sciences/ Mathematics	NURSING: Nursing Health Care	NURSING: Commonalities in Nursing Care Area I	NURSING: Commonalities in Nursing Care Area II	NURSING: Differences in Nursing Care Area I	NURSING: Differences in Nursing Care Area II	NURSING: Differences in Nursing Care Area III	NURSING: Occupational Strategy	NURSING: Performance
Regents External Degree Examinations												
Nursing Health Care ( )												
Commonalities in Nursing Care Area I (57) Area II ( )	P					X						
Differences in Nursing Care Area I ( ) Area II ( ) Area III ( )												
Occupational Strategy (65)	P										X	
Performance ( )												
1971: NEW YORK COLLEGE PROFICIENCY EXAMINATIONS												
Freshman English	A	6										
Biology	B			6								
1970: CLEP (GENERAL EXAMINATIONS)												
Natural Sciences (594)	P			6								
1967: MILITARY SERVICE SCHOOL COURSES												
Squadron Officer School												
Speech	P	3										
1969-70: UNIVERSITY OF V.												
Introduction to Philosophy	B	2										
Evaluation No. 1 _____ Requirements Satisfied*		23	11	0	12	N	C	N	N	N	N	C	N
Evaluation No. 2 _____ Requirements Satisfied*													
Evaluation No. 3 _____ Requirements Satisfied*													
Evaluation No. 4 _____ Requirements Satisfied*													
Evaluation No. 5 _____ Requirements Satisfied*													
Evaluation No. 6 _____ Requirements Satisfied*													

*C — Requirements Met P — Requirements Partially Met N — Requirements Not Met

GPA No. 1: 3.43

*Please note that differing degree requirements for the Associate in Applied Science (Nursing) degree are specified on page 56.

SAMPLE STATUS REPORTS

Associate in Applied Science (nursing) and Associate in Science (nursing) Regents External Degrees

The two Sample Status Reports on pages 72 and 73 indicate how courses and examinations are recorded in both (1) the Associate in Applied Science (nursing) and (2) Associate in Science (nursing) degree programs. Similar course work and examinations have been used for both degrees to illustrate how the two degrees differ in their requirements. In each case, the individual receiving the Status Report submitted transcripts for evaluation from three testing agencies (Regents External Degree Program, New York College Proficiency Examination Program, College-Level Examination Program), one regionally accredited college (University of V.), and one military service school. The examinations and courses previously completed at the testing agencies, university, and military service school which qualify toward meeting a degree requirement are recorded.

In the Associate in Applied Science (nursing) program, an "X" has been made to designate the specific degree requirement to which each course or examination applies. The code letters at the bottom of the Status Report indicate whether each of the specific degree requirements has been completely met (C); partially met (P); or not met (N). This system is also used for the nursing component of the Associate in Science (nursing) degree. In the general education component of the Associate in Science degree, however, the amount of credit allowed for each course and examination is listed under the requirement it fulfills. For example, the six semester hours for the New York College Proficiency Examination "Freshman English" are classified under the humanities area of the distribution requirement. The total number of hours earned in each of the Associate in Science general education areas appears at the bottom of the Status Report.

A review of the two Status Reports indicates that each candidate has satisfied the Commonalities in Nursing Care: Area I and the Occupational Strategy requirements by completing Regents External Degree nursing examinations. To complete the nursing component, the candidates must first satisfy the requirements in Nursing Health Care and Commonalities in Nursing Care: Area II and Differences in Nursing Care: Areas I, II, and III, either by appropriate Regents External Degree Examinations or by submitting official transcripts of college courses in accordance with degree requirements. The required Clinical Performance Examination must then be completed.

The Status Reports also indicate which general education requirements have been satisfied. In the *Associate in Applied Science (nursing) Program*, one can totally satisfy the general education requirements by completing five proficiency examinations, 10 one-semester courses or an appropriate com-

bination of examinations and courses. The Associate in Applied Science sample Status Report indicates that this individual submitted results of three proficiency examinations, a one-semester college course, and a military service school course which was equated to a one-semester elective course on the basis of the credit recommendation provided by the Office on Educational Credit.

Since all approved proficiency examinations have been equated to two one-semester courses for purposes of satisfying the requirements of the A.A.S. (nursing) program (see degree description), one can conclude from the sample Status Report that the individual has completed work equivalent to four proficiency examinations. Thus, in order to totally satisfy all the general education requirements, either one additional examination or two one-semester courses must be completed. In addition, the distribution requirement must be satisfied. The distribution requirement of the Associate in Applied Science general education component states that an individual must complete at least one examination or two one-semester courses in each of the following areas: humanities, social sciences, and natural sciences. The sample Status Report indicates that the candidate has completed at least one examination in the areas of humanities and natural sciences/mathematics. Those two areas along with the elective requirement have been completely satisfied (note code letter "C" at bottom of Status Report). However, since the individual has not submitted any examination results or college courses within the area of social sciences (note code letter "N"), the one remaining examination, or two one-semester courses, needed for the general education component, must be classified as social sciences to satisfy the distribution requirement. Completion of the general education and nursing component requirements will totally satisfy the Associate in Applied Science (nursing) degree requirements.

To satisfy the general education component in the *Associate in Science* program, the candidate must complete 30 credits in the liberal arts and sciences, with a minimum of six credits in humanities, social sciences, and natural sciences/mathematics; the remaining 12 credits must be in one or more of these three arts and science areas. The *Associate in Science* sample Status Report indicates that the candidate has completed 23 credits towards the general education component: 11 credits in the humanities area, and 12 credits in the natural sciences/mathematics area. To satisfy the 30 credit requirement, this candidate must complete seven additional credits. Since no credits have been earned in the Social Science area, six of the seven credits must be in a Social Science subject; the remaining one credit may be earned in any of the liberal arts and science areas. Completion of these final seven credits and the remaining nursing component requirements will totally satisfy the Associate in Science (nursing) degree requirements.

REGENTS EXTERNAL DEGREE
COMMITTEE ON ASSOCIATE DEGREES IN NURSING

Virginia Barker, *Alfred University*
Helen Burnside, *State University of New York Central Administration*
Rose Channing, *Middlesex County College (New Jersey)*
June Clermont, *North Country Community College*
Luella Fox, *Jamestown Community College*
Margaret Marks, *Community Hospital at Glen Cove*
Mildred Montag, *Professor Emeritus, Teachers College Columbia University*
Eva Noles, *Roswell Park Memorial Institute*
Mildred Norman, *Harlem Hospital Center*
Sibyl Norris, *Syracuse University*
Dolores Saxton, *Nassau Community College*
Beverly Warner, *Mohawk Valley Community College*

BACHELOR OF ARTS REGENTS EXTERNAL DEGREE

Candidates can earn a Bachelor of Arts Regents External Degree with a liberal studies program or with a concentration of work in a specific subject matter area. The requirements for both of these options and the ways in which those requirements can be satisfied are summarized below.

All credits earned toward satisfying the requirements of the Associate in Arts or Associate in Science Regents External Degrees can be applied toward the Bachelor of Arts degree. The Bachelor of Arts (B.A.) degree provides a flexible approach to academic accomplishment: there are no prerequisites such as age, residence, or previous educational experience required for enrollment. There is no established order in which requirements must be met and there is no limit on the amount of time taken to earn a degree. Candidates who wish to enter a graduate program after completing the Bachelor of Arts Regents External Degree should consult the school they plan to attend to determine entrance requirements.

The Regents External Degree Program also offers a Bachelor of Science degree which is similar to the B.A. except that a larger proportion of the credit hours (one-half) may be earned in the elective area. The B.S. degree allows an individual who wishes to earn a baccalaureate degree with a specialization in a professional or occupational subject to concentrate up to 60 credit hours in that field. Anyone interested in a Regents External baccalaureate degree should read both the Bachelor of Arts and the Bachelor of Science degree descriptions before choosing a degree program.

PROGRAM OPTIONS

1. *Liberal Studies Option*
   Candidates for the Bachelor of Arts degree in liberal studies may pursue a broad program of study in the liberal arts and sciences, so long as they fulfill the general requirements as outlined below. Apart from the basic distribution requirements, which call for a minimum number of hours in humanities, the social sciences, and the natural sciences or mathematics, there is no restriction on the way in which the 90 credits in the liberal arts and sciences may be distributed in this option.

2. *Concentration in a Specific Subject Area*
   Candidates choosing to concentrate their liberal arts and science credits in one subject area must satisfy all of the requirements for the Bachelor of Arts degree. They must also demonstrate extensive knowledge in a content area. The term *concentration* is used advisedly. It implies a certain amount of specialization in a subject field, such as history or literature in English, rather than a sequential, integrated curriculum in that subject. The ways in which this concentration may be demonstrated are described on page 82.

DEGREE REQUIREMENTS

A diagram outlining the credit requirements can be found on page 79.

Minimum number of semester hours – Candidates must earn a minimum of 120 semester hours.

Distribution Requirements – Of the 120 semester hours required for the degree, a minimum of 90 must be in the arts and sciences, with a distribution among the humanities, social sciences, (which include history), and natural sciences or mathematics. A minimum of 9 semester hours must be earned in any one of these three areas of study, with a minimum of 12 in each of the remaining two areas. The additional 57 semester hours needed to satisfy the 90 semester hours required in the arts and sciences can be distributed among the three areas or earned in only one of the three areas of the distribution requirement. The remaining 30 hours are considered electives, and they may be earned in any area of collegiate study, including vocational and technical areas as well as the liberal arts and sciences.

Course Level Requirement – Of the 90 semester hours needed to satisfy the arts and sciences requirement, a minimum of 45 must be earned by completing college courses and/or examinations that are classified as being Beyond the Elementary Level. A minimum of 12 semester hours of credit of these 45 must be completed on the Advanced Level. The following definitions will be employed in classifying courses:

Elementary Level: Those courses which are on a beginning college level. (For example, English Composition)

Beyond Elementary Level: Those courses which are beyond the level of a beginning college course. (For example, Child Psychology)

Advanced Level: Those courses which are beyond the intermediate level. In many cases these courses will have as prerequisites the completion of lower level course. (For example, American Novel may be an Advanced Level Course)

The recommendation of the institution through which the courses were completed will generally be used by the Regents External Degree Program for purposes of classifying the courses according to level. Consult with the section entitled "College Courses" found on page 80 to determine the type of information which must be forwarded directly to the Regents External Degree Program, along with an official copy of your transcript, by the institution where the courses were completed. Proficiency examinations which can be used to satisfy the degree requirements have been classified according to level and distribution area in the listings following this degree description.

Minimum Academic Average – Candidates will be required to achieve a cumulative average of "C" or better to earn a Bachelor of Arts degree. Although grades of "D" will be accepted for credit on the basis of previous college study or proficiency examinations, these grades must be balanced by an equivalent number of "A" or "B" credit hours to achieve the "C" cumulative average. Only those grades which the candidate wishes to apply toward the degree will be recorded and kept on file. No grade of "F" will be recognized for credit; nor will "F" be counted in the computation of the cumulative average. In those cases where "Pass-Fail" grades have been assigned, the "Pass" grade will be accepted for credit, but will not be used to compute cumulative average. For information on computing the cumulative average, please refer to the "Grading" portion of the General Information section of this catalog.

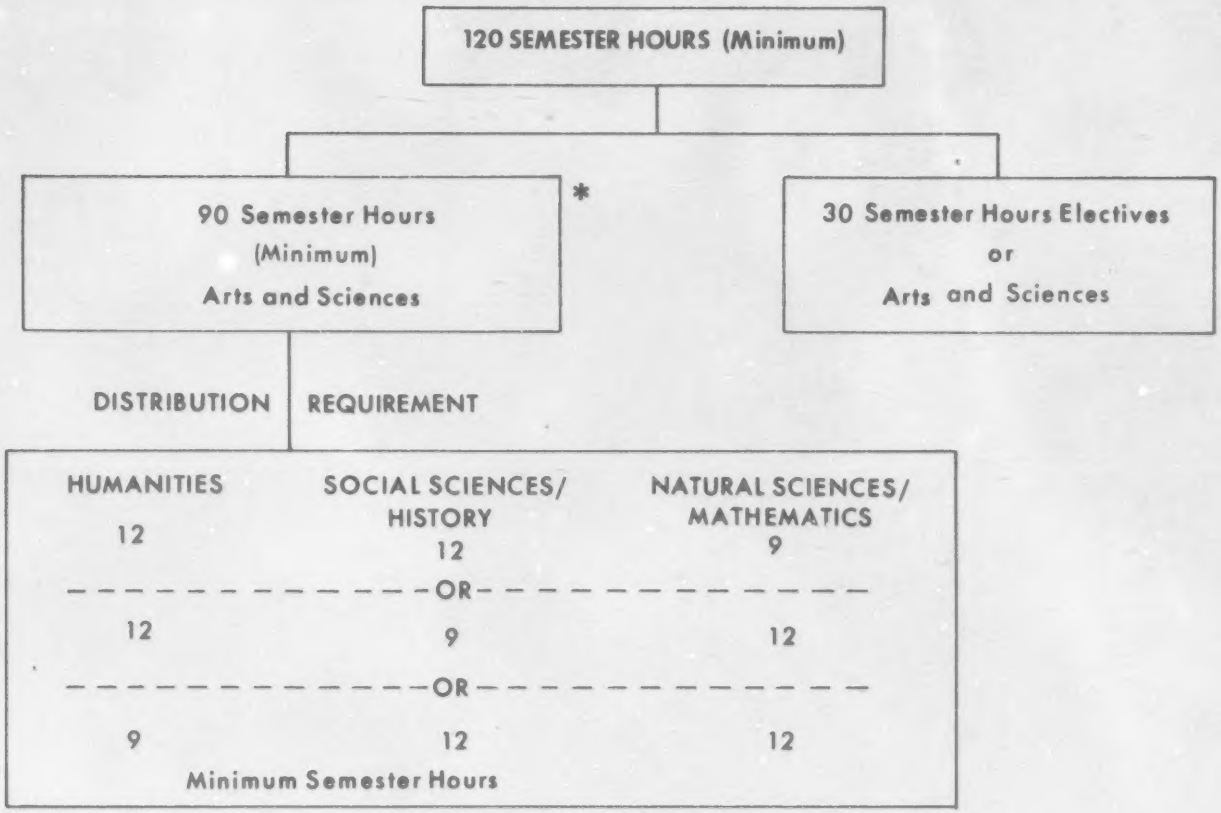
Electives – Of the total 120 semester hours required for the degree, 30 are considered electives and may be earned in any field(s) of collegiate study including vocational, professional or technical areas, as well as the humanities, the social sciences/history, and the natural sciences /mathematics.

METHODS OF SATISFYING DEGREE REQUIREMENTS

The Bachelor of Arts degree requirements can be satisfied by:

1. College courses from regionally accredited institutions of higher learning.
2. Proficiency examinations.
3. Military service school courses.
4. Special Assessment of college-level knowledge for which existing proficiency examinations are not appropriate.
5. Evaluated noncollegiate educational programs.

BACHELOR OF ARTS DEGREE



* Of the semester hours, a minimum of 45 must be beyond the elementary level, of which a minimum of 12 semester hours must be at the advanced level.

Candidates may meet Bachelor of Arts degree requirements by any one, or a combination, of the above methods as long as proper distribution, course level, and grade point average requirements are satisfied. Information follows on the types of individual courses and proficiency examinations which can be used to satisfy the distribution requirements for the Bachelor of Arts degree. Those courses and examinations which can be used as elective credit are also identified.

1. **College Courses**

TRANSCRIPTS – Only official transcripts sent from regionally accredited colleges and universities will be evaluated by the Regents External Degree registrar. All transcripts from accredited institutions will be accepted for evaluation without regard to the number of institutions attended by the candidate or the dates of attendance.

In addition to forwarding a copy of your official transcript, the registrar at the institution through which your credits were earned *must also provide information regarding the classification of your courses.* This information must indicate for each course whether or not it was completed at the elementary, beyond the elementary, or advanced level. This can often be done by simply providing a course numbering key (e.g. courses numbered 100-199 are usually freshman level courses; 200-299 are usually sophomore level courses; etc.) or by providing official course content descriptions.

GRADING AND CLASSIFICATION POLICIES – There is no restriction on how long ago a course may have been completed for it to be considered for credit. Only those grades and courses that the candidate desires to apply toward his degree will be evaluated in terms of satisfying grade point average, course level, and distribution requirements. Only those courses in which a grade of "D" or better was achieved can be used for purposes of satisfying degree requirements. However, grades of "D" must be balanced by "B" or better grades in order to achieve the necessary 2.0 or "C" average for graduation. Those courses that can be classified as satisfying the distribution requirement in (1) humanities, (2) social sciences, or (3) natural sciences/mathematics, will be recorded in the appropriate category. If a particular course is identified as not being related to one of these areas, it will be classified as elective credit. The amount of credit allowed for individual courses is determined by the amount of credit assigned by the institution at which the courses were completed. A determination of whether a particular course can be used to satisfy the course level requirements will be made on the basis of information received from the institutions at which the course was completed.

Courses which may be used to satisfy the humanities requirement are those in fields of study such as art, music, drama, theatre, philosophy, classics, language, English, or literature. Courses in areas such as anthropology, economics, history, political science, psychology, or sociology may be used to satisfy the social sciences requirement. The natural sciences/mathematics requirement may be satisfied by courses in such fields as biology, chemistry, calculus, statistics, or geology. Courses in other areas such as management, engineering, nursing, and college-level vocational and technical subjects can be used as free electives. Physical education activity courses cannot be counted for credit.

A sample list of the types of courses which are classified in the subject areas of humanities, social sciences, natural sciences/mathematics, and electives follows. It should be noted that this is a *sample* list, and does not contain all courses that can qualify for credit in a particular area.

SAMPLE LIST OF TYPICAL COLLEGE COURSES CLASSIFIED ACCORDING TO SUBJECT MATTER AREA

Humanities

English Composition
American Literature
Elementary Latin
History of Art
Studio Art
Theatre
Music Appreciation
Intermediate French
Religion

Social Sciences

Economic Geography
Introduction to Anthropology
Economics
Sociology
Psychology
American Government
Western Civilization
Cultural Geography
Educational Psychology

Natural Sciences/Mathematics

College Chemistry
General Physics
Astronomy
Basic Mathematics
College Mathematics
Introduction to Statistics
General Biology
Earth Science
Algebra
General Science

Electives

Building Construction
Introduction to Accounting
Introduction to Business Administration
Electronics
Fundamentals of Nursing
Techniques of Teaching
Secretarial Science
Health Education
Mental Hygiene
Reading Instruction

2. Recognized Proficiency Examinations

TRANSCRIPTS — The Regents External Degree Program will grant credit for successful completion of college-level proficiency examinations offered by the following programs:

New York College Proficiency Examination Program
Regents External Degree Program
College-Level Examination Program (both single subject and general examinations)
College Board Advanced Placement Examinations
Graduate Record Examination Advanced Tests
Undergraduate Program Field Tests
United States Armed Forces Institute (USAFI) and Defense Activity for Non-Traditional Education Support (DANTES)

Only official transcripts from these testing agencies will be evaluated and acceptable credit applied toward satisfying the requirements for the Bachelor of Arts degree. It does not matter when candidates take an examination or how long it takes them to complete the requirements for the Bachelor of Arts degree. Discontinued examinations will be evaluated for credit as long as official transcripts are available.

GRADING AND CLASSIFICATION POLICIES — The examinations submitted by a candidate will be evaluated in terms of satisfying grade point average, level, and distribution requirements. Those examinations that can be classified as satisfying the distribution requirements in humanities, social sciences, or natural sciences/mathematics, will be recorded in the appropriate category. If a particular examination is not related to one of these areas, it will be classified as elective credit. Each examination will also be classified as elementary, beyond the elementary, or advanced level.

The minimum acceptable scores for CLEP, CPEP, RED, AP, UP, GRE and USAFI or DANTES examinations are found in the "Approaches to Earning Credit" and "Grading" sections of this catalog (see pages 8 and 22).

Discontinued examinations are not listed but can be submitted for evaluation purposes if an official transcript is available.

It should be noted that the College-Level Examination Program General Examinations in English, Humanities, Natural Sciences, and Social Sciences-History are equivalent to the United States Armed Forces Institute GED-College-Level Examinations in Expression, Literary Materials, Natural Sciences, and Social Studies, respectively. The completion of both types of examinations in a particular subject matter is considered duplication of credit, and only one test will be counted for credit toward a Regents Ex-

ternal Degree. In the case of English Composition a maximum of 6 credit hours will be awarded regardless of the number of examinations and/or courses completed.

3. **Military Service School Courses**

Credit may be earned toward the Bachelor of Arts degree by completing military service school courses which contain college-level work and which have been evaluated by the Office of Educational Credit, formerly the Commission on Accreditation of Service Experience (CASE), of the American Council on Education. The recommendations provided by that office will be used to determine the amount of academic credit to be granted toward the Bachelor of Arts degree, and to classify the courses in terms of the distribution and course level requirements.

4. **Special Assessment**

Special Assessment can be used as a means of earning credit toward the Bachelor of Arts degree. The amount and type of credit allowed will depend on the type of college-level life experience presented for validation. A complete description of Special Assessment is provided in the "Approaches to Earning Credit" section of this catalog.

5. **Evaluated Noncollegiate Educational Programs**

Credit can be earned for noncollegiate educational programs sponsored by business, industry, government, labor unions, police academies and other agencies which have been evaluated by the American Council on Education or by the New York State Education Department's Office of Noncollegiate Sponsored Instruction and which carry a recommendation for college credit. A fuller discussion of these programs and a description of how to get further information about them is contained in the "Approaches to Earning Credit" section of this catalog.

Meeting Concentration Requirements

The knowledge required to establish a concentration in a specific subject area may be demonstrated in one of the following ways:

1. Successfully completing an approved Graduate Record Examination (GRE) Advanced Test administered by the Educational Testing Service of Princeton, New Jersey. A total of 39 credit hours will be awarded for this examination, of which 12 will be classified on the elementary level, 12 as beyond the elementary level, and 15 on the advanced level. In addition to satisfying the requirement for a concentration in a subject area, these credit hours will also count toward the fulfillment of the total, distribution and course level requirements for the Bachelor of Arts degree. Below are the GRE Advanced Tests which can be used to establish a concentration:

Biology
Chemistry
Economics
French (*Literature*)
Geography
Geology
German (*Literature*)
History
Literature in English
Mathematics
Music
Philosophy
Physics
Political Science
Psychology
Sociology
Spanish (*Literature*)

Further information on GRE Advanced Tests may be found in the "Approaches to Earning Credit" section of this catalog.

2. Successfully completing an Undergraduate Program (UP) Field Test, administered by the Educational Testing Service and/or the Regents External Degree Program in an approved subject area; in addition, the candidate must complete an advanced examination in an area specialty. This test will be designed by the Regents External Degree Program following the policies established for Special Assessment. A total of 30 semester hours will be awarded for the UP Field Test, of which 12 will be classified on the elementary level, 12 as beyond the elementary level, and 6 on the advanced level.

The RED examination in the area specialty will carry 9 semester hours of credit.* In addition to satisfying the requirements for a concentration in a subject area, the credits earned on both examinations will be applied to the total, distribution and course level requirements for the bachelor of arts degree.

The subject areas in which the Undergraduate Program Field Tests can be used to partially establish a concentration are:

Art History
Biology
Chemistry
Drama and Theatre
Economics
French (*Literature*)
Geography
Geology
German (*Literature*)
History
Literature
Mathematics
Music
Philosophy
Physics
Political Science
Psychology
Sociology
Spanish (*Literature*)

Further information on UP Field Tests may be found in the "Approaches to Earning Credit" section of this catalog.

3. Applying to the Regents External Degree Program for waiver of the examination requirement on the basis of appropriate and sufficient college courses in the subject area. Included in this course work must be at least 15 credit hours on the advanced level, and at least another 12 credit hours beyond the elementary level. The faculty committee for the Bachelor of Arts Degree will determine whether the course work submitted is adequate in content, scope, and grades achieved to earn a concentration in that discipline or subject matter area.
   Note: A concentration in the Bachelor of Arts Degree can be established only in one of the approved subject areas listed above for the GRE and UP examinations.

4. Applying to the Regents External Degree Program for a waiver of the examination requirement on the basis of Special Assessment.

5. For a concentration in French *Language and Literature* (or German or Spanish *Language and Literature*), in addition to the GRE, or the UP examination plus the area specialty examination, a candidate must also complete the Listening and Speaking portions of the Modern Language Association Foreign Language Proficiency Test in the appropriate language. This test is described in the "Examination Content Descriptions" section of this catalog.

6. Candidates electing to pursue a concentration in a laboratory science (i.e., biology, chemistry, geology, or physics) are expected to show evidence of appropriate laboratory experience. Such laboratory experience should be equivalent to that contained in at least two courses in the appropriate science, at least one of which must be beyond the elementary level.
   Experience in the laboratory may be shown by work experience, college coursework, or other means that display the candidate's knowledge and experience with laboratory techniques.

*The RED specialty examination may be waived by presenting 9 credit hours of course work on the advanced level in the concentration field.

APPROVED EXAMINATIONS FOR FULFILLING THE BACHELOR OF ARTS AND BACHELOR OF SCIENCE REGENTS EXTERNAL DEGREE REQUIREMENTS CLASSIFIED BY LEVEL

CPE = College Proficiency Examination Program
CLEP = College-Level Examination Program
REDE = Regents External Degree Program
AP = Advanced Placement (College Board) Examinations
USAFI = United States Armed Forces Institute (now DANTES)
GRE = Graduate Record Advanced Tests
UP = Undergraduate Program Field Tests

Key to Levels:

EL = Elementary Level
BE = Beyond the Elementary Level
AD = Advanced Level
CO = Combination of all three levels.

Breakdown of credit levels for examinations labeled "CO" above:

Graduate Record Advanced Examinations (GRE)
12 credits elementary
12 credits above elementary
15 credits advanced
Total: 39

Undergraduate Program Field Tests (UP)
12 credits elementary
12 credits above elementary
6 credits advanced
Total: 30

RED Examinations in Foreign Languages
6 credits elementary
9 credits above elementary
9 credits advanced
Total: 24

CPE Health I, II, and III Examinations
Each earns:
4 credits elementary
4 credits above elementary
4 credits advanced
Total: 12

PREPARED BY	AREA AND TITLE	CREDITS	LEVEL
	Humanities		
CLEP	American Literature	6	BE
CPE	American Literature: Beginnings to Civil War	3	BE
CPE	American Literature: Civil War to Present	3	BE
CLEP	Analysis and Interpretation of Literature	6	BE
CPE	Applied Music, Minor Level	2	EL
CPE	Applied Music, Major Level	4	BE
AP	Art	6	EL
UP	Art History	30	CO
AP	Classics	6	EL
UP	Drama and Theater	30	CO
AP	English	6	EL
CLEP	English Composition-Subject	6	EL
CLEP	English Composition – General	3	EL
CLEP	English Literature	6	BE
AP	French	6	EL
REDE	French (Battery A)	24	CO
REDE	French (Battery B): Applied Linguistics	3	BE
UP	French	30	CO
GRE	French	39	CO
CPE, CLEP	Freshman English	6	EL
AP	German	6	EL
REDE	German (Battery A)	24	CO
REDE	German (Battery B): Applied Linguistics	3	BE
UP	German	30	CO
GRE	German	39	CO
CLEP	Humanities – General	6	EL
REDE	Italian (Battery A)	24	CO
REDE	Italian (Battery B): Applied Linguistics	3	BE
UP	Literature	30	CO
GRE	Literature in English	39	CO
AP	Music	6	EL
UP	Music	30	CO
GRE	Music	39	CO
UP	Philosophy	30	CO
GRE	Philosophy	39	CO
CPE	Philosophy of Education	6*	AD
REDE	Russian (Battery A)	24	CO
REDE	Russian (Battery B): Applied Linguistics	3	BE
CPE	Shakespeare	3	AD
AP	Spanish	6	EL
REDE	Spanish (Battery A)	24	CO

* Graduate-level examinations.

PREPARED BY	AREA AND TITLE	CREDITS	LEVEL
REDE	Spanish (Battery B): Applied Linguistics	3	BE
UP	Spanish	30	CO
GRE	Spanish	39	CO

Social Sciences/History

CPE	African and Afro-American History	6	BE
CLEP	Afro-American History	3	EL
CLEP	American Government	3	EL
CPE, CLEP, AP	American History	6	EL
CPE	Educational Psychology	3-6*	BE
CLEP	Educational Psychology	3	BE
UP	Economics	30	CO
GRE	Economics	39	CO
CPE, AP	European History	6	EL
REDE	French (Battery B): Civilization and Culture	3	BE
CLEP	General Psychology	3	EL
UP	Geography	30	CO
GRE	Geography	39	CO
REDE	German (Battery B): Civilization and Culture	3	BE
UP	History	30	CO
GRE	History	39	CO
CPE	History of American Education	3	AD
CLEP	History of American Education	3	BE
CLEP	Human Growth and Development	3	BE
CPE	Introduction to Criminal Justice	3	EL
CLEP	Introductory Macroeconomics	3	EL
CLEP	Introductory Microeconomics	3	EL
CLEP	Introductory Microeconomics and Macroeconomics	3	EL
CLEP	Introductory Economics	6	EL
REDE	Italian (Battery B): Civilization and Culture	3	BE
UP	Political Science	30	CO
GRE	Political Science	39	CO
UP	Psychology	30	CO
GRE	Psychology	39	CO
REDE	Russian (Battery B): Civilization and Culture	3	BE
CLEP	Social Sciences/History-General	6	EL
CLEP	Sociology (Introductory)	6	EL
UP	Sociology	30	CO
GRE	Sociology	39	CO
REDE	Spanish (Battery B): Civilization and Culture	3	BE
CLEP	Western Civilization	6	EL

Mathematics/Natural Sciences

CPE	Anatomy and Physiology	6	EL
CPE, CLEP, AP	Biology	6	EL
UP	Biology	30	CO
GRE	Biology	39	CO
AP	Chemistry	6	EL
UP	Chemistry	30	CO
GRE	Chemistry	39	CO
CLEP	College Algebra	3	EL
CLEP	College Algebra and Trigonometry	3	EL
CPE	Earth Science	6	BE
CLEP	General Chemistry	6	EL
CLEP	Geology	6	BE
UP	Geology	30	CO
GRE	Geology	39	CO
CLEP	Introductory Calculus	6	EL
CLEP	Introductory Calculus with Analytical Geometry	6	EL
CLEP	Mathematics-General	6	EL
AP	Mathematics	6	EL
UP	Mathematics	30	CO
GRE	Mathematics	39	CO
CLEP	Microbiology	3	BE
CLEP	Natural Sciences-General	6	EL
AP	Physics	6	EL
UP	Physics	30	CO
GRE	Physics	39	CO
CLEP	Statistics	3	EL
CLEP	Trigonometry	3	EL

Electives

CLEP	Accounting (Introductory)	6	EL
UP	Business	30	CO
CLEP	Chemistry (Clinical)	6	EL
CLEP	Computer Programming, Elementary: Fortran IV	3	EL
CLEP	Computers and Data Processing	3	EL
CPE	Corrective and Remedial Introduction in Reading	9**	AD
CPE	Diagnosis and Remediation of Reading Problems	9**	AD

* Exams taken up to Oct. '72 were 6-credit exams; thereafter, 3-credit exams were given.

** Graduate-level Examination

PREPARED BY	AREA AND TITLE	CREDITS	LEVEL
CPE	Criminal Investigation	3	BE
UP	Education	30	CO
GRE	Education	39	CO
UP	Engineering	30	CO
GRE	Engineering	39	CO
REDE	French (Battery B): Professional Preparation (Teaching Methods)	3	BE
CPE	Fundamentals of Nursing	10	EL
REDE	German (Battery B): Professional Preparation (Teaching Methods)	3	BE
CPE	Health I: Personal Health Physical Aspects	12	CO
CPE	Health II: Personal Health —Emotional and Social Aspects	12	CO
CPE	Health III: Public Environmental Health	12	CO
CLEP	Hematology	6	EL
CLEP	Immunohematology and Blood Banking	6	EL
CLEP	Introduction to Business Management	3	EL
CLEP	Introductory Business Law	3	EL
CLEP	Introductory Marketing	3	EL
REDE	Italian (Battery B): Professional Preparation (Teaching Methods)	3	BE
CPE	Maternal and Child Nursing (Associate Level)	6	BE
CPE	Maternal and Child Nursing (Baccalaureate Level)	12	AD
CPE	Medical–Surgical Nursing (Adult Nursing)	12	BE
CLEP	Money and Banking	3	EL
UP	Physical Education	30	CO
CPE	Psychiatric/Mental Health Nursing	6	BE
CPE	Reading Instruction in the Elementary School	6	AD
REDE	Russian (Battery B): Professional Preparation (Teaching Methods)	3	BE
UP	Scholastic Philosophy	30	CO
REDE	Spanish (Battery B): Professional Preparation (Teaching Methods)	3	BE
UP	Speech Pathology and Audiology	30	CO
GRE	Speech Pathology and Audiology	39	CO
CLEP	Tests and Measurements	3	EL
REDE	Business-Level I Accounting	*	EL
REDE	Business-Level II Accounting	*	BE
REDE	Business-Level III Accounting	*	AD
REDE	Business-Level I Finance	*	EL
REDE	Business-Level II Finance	*	BE
REDE	Business-Level III Finance	*	AD
REDE	Business-Level I Marketing	*	EL
REDE	Business-Level II Marketing	*	BE
REDE	Business-Level III Marketing	*	AD
REDE	Business-Level I Operations Management	*	EL
REDE	Business-Level II Operations Management	*	BE
REDE	Business-Level III Operations Management	*	AD
REDE	Business-Level I Management of Human Resources	*	EL
REDE	Business-Level II Management of Human Resources	*	BE
REDE	Business-Level III Management of Human Resources	*	AD
REDE	Business-Business Environment and Strategy	*	BE
REDE	Nursing-Nursing Health Care	*	
REDE	Nursing-Commonalities in Nursing Care: Area I	*	
REDE	Nursing-Commonalities in Nursing Care: Area II	*	
REDE	Nursing-Differences in Nursing Care: Area I	*	
REDE	Nursing-Differences in Nursing Care: Area II	*	
REDE	Nursing-Differences in Nursing Care: Area III	*	
REDE	Nursing-Occupational Strategy	*	
REDE	Nursing-Clinical Performance	*	

* Persons interested in credit assignment for REDE Examinations should write to the RED Registrar with questions about particular examinations.

UNITED STATES ARMED FORCES INSTITUTE (USAFI) AND DEFENSE ACTIVITY FOR NON-TRADITIONAL EDUCATION SUPPORT (DANTES) EXAMINATIONS

GED = GED College-Level Examinations
SS = Subject Standardized Tests

TYPE	AREA AND TITLE	CREDITS	LEVEL
	Humanities		
GED	Expression	3	EL
GED	Literary Materials	6	EL
SS	SB 400 English Composition I	3	EL
SS	SB 401 English Composition II	3	EL
SS	SA 404 Survey of English Literature I	3	BE
SS	SA 405 Survey of English Literature II	3	BE
SS	SA 415 Speech I	2	EL
SS	SA 406 Speech II	2	EL
SS	SA 575 Beginning Latin I	3	EL
SS	SA 576 Beginning Latin II	3	EL
SS	SA 577 Beginning French I	3	EL
SS	SA 578 Beginning French II	3	EL
SS	SA 579 Beginning German I	3	EL
SS	SA 580 Beginning German II	3	EL
SS	SA 581 Beginning Russian I	3	EL
SS	SA 582 Beginning Russian II	3	EL
SS	SA 583 Beginning Spanish I	3	EL
SS	SA 584 Beginning Spanish II	3	EL
SS	SA 585 Beginning Italian I	3	EL
SS	SA 586 Beginning Italian II	3	EL
SS	SA 820 Technical Writing	3	EL
	Social Sciences/History		
GED	Social Sciences	6	EL
SS	SA/SB 453 Principles of Economics I	3	EL
SS	SA/SB 454 Principles of Economics II	3	EL
SS	SA 455 History of the United States I	3	EL
SS	SA 456 History of the United States II	3	EL
SS	SA 457 History of Civilization I	3	EL
SS	SA 458 History of Civilization II	3	EL
SS	SA 459 Modern European History I	3	EL
SS	SA 460 Modern European History II	3	EL
SS	SB 460 European History (since 1914)	3	EL
SS	SA 462 History of the American Negro	3	EL
SS	SA 463 Russian History I	3	BE
SS	SA 464 Russian History II	3	BE
SS	SA 465 Latin American History I	3	BE
SS	SA 466 Latin American History II	3	BE
SS	SA 467 History of Modern East Asia	3	BE
SS	SA 468 History of Southeast Asia	3	BE
SS	SA 469 History of the Middle East	3	BE
SS	SA 471 History of Africa	3	BE
SS	SA 472 Problems of Contemporary Latin America	3	BE
SS	SA 475 American Government I	3	EL
SS	SA 476 American Government II	3	EL
SS	SA 479 International Relations	3	BE
SS	SA 481 Modern European Governments	3	BE
SS	SA 482 Modern Asian Governments	2	BE
SS	SA 485 General Psychology	3	EL
SS	SA 488 Psychology of Personality and Adjustment	3	BE
SS	SA 491 Educational Psychology	3	BE
SS	SA 494 General Anthropology	3	EL
SS	SA 495 Introductory Sociology	3	EL
SS	SA 496 Sociology (Social problems)	3	EL
SS	SA 498 Criminology	3	EL
SS	SB 498 Criminology	3	EL
SS	SA 522 College Geography II (Cultural)	3	EL
	Mathematics/Natural Sciences		
GED	Natural Sciences	6	EL
SS	SA 424 Intermediate College Algebra	3	EL
SS	SA 425 College Algebra	3	EL
SS	SB 425 College Algebra (Modern)	3	EL
SS	SA 430 Analytical Geometry	3	EL
SS	SA/SB 433 Basic Statistics	3	EL
SS	SA 435 Plane Trigonometry	2	EL

TYPE	AREA AND TITLE	CREDITS	LEVEL
SS	SA 440 Calculus I	4	EL
SS	SA 441 Calculus II	4	EL
SS	SA 442 Analytical Geometry and Calculus I	4	EL
SS	SA 443 Analytical Geometry and Calculus II	4	EL
SS	SA 444 Analytical Geometry and Calculus III	4	BE
SS	SA 445 Differential Equations	3	AD
SS	SA 446 Linear Algebra	3	AD
SS	SA/SB 500 Astronomy	3	BE
SS	SA/SB 503 College Biology I	3	EL
SS	SA/SB 504 College Biology II	3	EL
SS	SA 505 General Geophysics	3	AD
SS	SA 510 Oceanography	3	BE
SS	SA 512 Survey of Physical Science I	3	EL
SS	SA 513 Survey of Physical Science II	3	EL
SS	SA 514 College Chemistry I	3	EL
SS	SA 515 College Chemistry II	3	EL
SS	SA/SB 517 College Physics I	3	EL
SS	SA/SB 518 College Physics II	3	EL
SS	SA 519 Geology I	3	BE
SS	SA 520 Geology II	3	BE
SS	SA 521 College Geography I (Physical)	3	EL
SS	SA 523 Elements of Geography	3	EL
	Electives		
SS	SA 497 Introduction to Law Enforcement	3	EL
SS	SA 507 Hygiene (Healthful living)	3	EL
SS	SA 525 Principles of Accounting I	3	EL
SS	SA 526 Principles of Accounting II	3	EL
SS	SA 527 Intermediate Accounting	6	EL
SS	SA/SB 533 Business Law I	3	EL
SS	SA 534 Business Law II	3	EL
SS	SA 535 Introduction to Data Processing	2	EL
SS	SA 539 Principles of Management	3	EL
SS	SA 543 Introduction to Business	2	EL
SS	SB 543 Introduction to Business	3	EL
SS	SA 544 Personnel Management	3	EL
SS	SA 545 Office Management	3	EL
SS	SA 546 Risk and Insurance	3	EL
SS	SA 547 Introduction to Real Estate	3	EL
SS	SA 548 Money and Banking	3	EL
SS	SA 549 Marketing	3	EL
SS	SA 560 Introduction to Education	3	EL
SS	SA 568 Introduction to Forestry	3	EL
SS	SA 700 General Aeronautics	3	EL
SS	SA 710 Jet Aircraft Engines	2	EL
SS	SA 756 Introduction to Carpentry	3	EL
SS	SA 759 Introduction to Mechanical Drawing I	3	EL
SS	SA 770 Introduction to Mechanical Drawing II	3	EL
SS	SA 788 Introduction to Electronics I	3	EL
SS	SA 789 Introduction to Electronics II	3	EL
SS	SA 794 Introduction to Diesel Engines I	3	EL
SS	SA 795 Introduction to Diesel Engines II	3	EL
SS	SA 810 Technical Mathematics I	3	EL
SS	SA 811 Technical Mathematics II	3	EL
SS	SA 885 Fundamentals of Radio	3	EL
SS	SA 887 Intermediate Radio	3	EL
SS	SA 890 Radio Servicing	4	EL
SS	SA 891 Television Servicing	4	EL
SS	SA 893 Introduction to Television I	3	EL
SS	SA 894 Introduction to Television II	3	EL
SS	SA 936 Introduction to Refrigeration	3	EL
SS	SA 960 Introduction to Quality Control	3	EL

Appropriate End-of-Course Tests and Subject Examinations administered by USAFI or DANTES can be used to satisfy the requirements of the Bachelor of Arts or Bachelor of Science degree. Since the titles of these examinations are similar to the titles of the Subject Standardized Examinations, one should use the list of Subject Standardized Examinations presented earlier as a guide in classifying the End-of-Course and Subject Examinations in the subject matter areas of humanities, social sciences, mathematics/natural sciences, and electives. The same list should also be used as a guide to determine the level of the End-of-Course and Subject Examinations in terms of being elementary, beyond elementary, or advanced. Credit is allowed for these examinations in accordance with the recommendations established by the American Council on Education. Credit recommendations for the End-of-Course Tests are provided in the bulletin "Opportunities for Educational and Vocational Advancement," fourth edition. The Subject Standardized Examination credit recommendations are listed in the second edition of the same bulletin. Both bulletins can be obtained from the Office on Educational Credit (OEC) formerly the Commission on Accreditation of Service Experiences (CASE).

Office on Educational Credit
of the American Council on Education
One DuPont Circle
Washington, D.C. 20036

SAMPLE

REGENTS EXTERNAL DEGREE STATUS REPORT

Bachelor of Arts

Title	Grade	CREDIT DISTRIBUTION: Humanities	Social Science/ History	Natural Science/ Mathematics	Electives
1971 -72 N.Y. College Proficiency Exams					
Freshman English	A	6			
European History	B		6		
@ Shakespeare	C	3			
* Earth Science	B			6	
1970 CLEP General Exams					
Humanities	P	6			
Natural Sciences	P			6	
Mathematics	P			6	
1969-70 University of M					
Bio 101: General Biology	C			4	
Bio 102: General Biology	B			4	
Chem 101: General Chemistry	B			4	
Chem 102: General Chemistry	C			4	
* Eng 201: English Literature	A	3			
* Span 201: Intermediate Spanish	C	3			
* Span 202: Intermediate Spanish	B	3			
@ Span 301: Literature	A	3			
1967 Military Service School Courses					
Hospital Corpsman, Class A	P				
Elem. Anatomy & Physiology				3	
Hygiene					2
1967 USAFI Subject Standardized Tests					
Introduction to Business	P				3
Personnel Management	P				3
Beginning Spanish I	P	3			
Beginning Spanish II	P	3			
Evaluation No. 1 — Total Hours:		84	33	6	37	8
Evaluation No. 2 — Total Hours:						
Evaluation No. 3 — Total Hours:						
Evaluation No. 4 — Total Hours:						
Evaluation No. 5 — Total Hours:						
Evaluation No. 6 — Total Hours:						

* - Beyond Elementary Level Courses; @ - Advanced Level Courses

GPA No. 1: 2.96

SAMPLE STATUS REPORT

Bachelor of Arts Regents External Degree

This sample Status Report has been prepared for an individual who submitted transcripts for evaluation from three testing agencies (New York College Proficiency Examination Program, College-Level Examination Program, United States Armed Forces Institute), one college (University of M.), and one military service school. The amount of credit allowed for each course and examination is listed under the requirement it fulfills. For example, the six semester hours for the New York College Proficiency Examination "Freshman English" are classified under the humanities area of the distribution requirement. The college-level content of the military service school, Hospital Corpsman, Class A, has been evaluated by the Office on Educational Credit as being equal to 3 semester hours in elementary anatomy and physiology and 2 semester hours in hygiene.

Degree requirements for the Bachelor of Arts include both a *distribution* requirement and a *level* requirement. The total number of hours earned in each area of the distribution requirement, as well as those of the elective area, are recorded on the Status Report. On the sample status report, "beyond elementary level" courses and examinations are designated with * and "advanced level" courses and examinations with @, as indicated by the code information at the bottom of the sheet. Adding the totals of the three areas of the distribution requirement, one determines that the candidate has completed a total 76 semester hours toward the 90 semester hour distribution requirement. This means that the candidate must complete an additional 14 semester hours to satisfy the total 90 semester hour distribution requirement.

It is important to realize that according to the degree requirements, the 90 semester hours of the distribution requirement must be distributed as follows: a minimum of 12 semester hours must be earned in any two of the three areas of study (1) humanities, (2) social sciences including history, and (3) natural sciences/mathematics, with a minimum of 9 semester hours in the remaining area. The sample Status Report indicates that over 12 semester hours have been earned in two areas of study (humanities and natural sciences/mathematics). However, only six semester hours have been earned in the social sciences area. As a result, a minimum of three semester hours, of the additional 14 semester hours the candidate must complete in order to satisfy the total 90 hour distribution requirement, must be earned in the social sciences area. The remaining 11 semester hours can be earned in any one of the three areas of the distribution requirement or they may be distributed among the three areas.

Since the candidate has also earned 8 hours of elective credit, after completing the 90 semester hours of the distribution requirement, a total of 98 semester hours will have been completed. Since a total of 120 semester hours is needed to complete the program, 22 additional semester hours are required. These 22 semester hours can be earned in any area since the candidate is allowed 30 semester hours of elective credit.

In addition to the distribution and total semester hour requirements, the candidate must also satisfy the course level requirement. A minimum of 45 semester hours must be earned by completing college courses and/or examinations that are classified as being beyond the elementary level. In addition, a minimum of 12 of these 45 semester hours must be completed at the advanced level. The 45 semester hours must be earned in any one of the three areas of the distribution requirement or they may be distributed among the three areas. On the sample Status Report, "beyond elementary level" courses and examinations are designated with * and "advanced level" courses and examinations with @, as indicated by the code information at the bottom of the sheet. By counting the number of semester hours for each course and examination designated with * or @, one can compute that 15 semester hours of "beyond elementary" and 6 semester hours of "advanced" work has been completed for a total of 21 semester hours. Thus, to satisfy the course level requirement of 45 semester hours, an additional 24 semester hours must be earned at the "beyond elementary level," six of which must be at the "advanced level."

As additional work is presented toward meeting the degree requirements, the grade results will be recorded on an updated version of the Status Report, indicating the cumulative record of the candidate.

The "G.P.A. No. 1" listed at the bottom indicates the candidate's Grade Point Average after this evaluation. It is 2.96 on a 4-point scale. (See page 22 for grading information.) After each evaluation, the G.P.A. will be recomputed to reflect a cumulative average.

REGENTS EXTERNAL DEGREE COMMITTEE ON BACHELOR OF ARTS

Milton G. Bassin, *York College of the City University of New York*
Peter Blomerley, *Tompkins-Cortland Community College*
Edward A. Clark, *Richard L. Connolly College, Long Island University*
Vera King Farris, *State University College at Brockport*
Francine Frank, *State University of New York at Albany*
Margaret Kelly, *St. John's University*
Virginia Kemp, *State University College at Geneseo*
Jonathan Kistler, *Colgate University*
L. Richard Oliker, *Syracuse University*
Harold J. Perkins, *State University College at Plattsburgh*

BACHELOR OF SCIENCE REGENTS EXTERNAL DEGREE

The Bachelor of Science Regents External Degree from The University of the State of New York may be earned with a liberal studies program, or with a concentration of work in a specific subject matter area. The requirements for both of these options and the ways in which those requirements can be satisfied are summarized below.

All credits earned toward satisfying the requirements of the Associate in Arts and Associate in Science Regents External degrees can be applied toward the Bachelor of Science degree. The Bachelor of Science degree provides a flexible approach to academic accomplishment: there are no prerequisites such as age, residence, or previous educational experience required for enrollment. There is no established order in which the requirements must be met, and there is no limit on the amount of time taken to earn a degree. Candidates who wish to enter a graduate program after completing the Bachelor of Science Regents External Degree should consult the school they plan to attend to determine entrance requirements.

The Regents External Degree Program also offers a Bachelor of Arts degree, which is similar to the B.S. except that a larger proportion of the total credit hours (three-quarters) must be in the arts and sciences. The B.A. degree allows an individual to develop a strong background in the liberal arts and sciences while still pursuing subjects of interest in the elective area. Anyone interested in a Regents External baccalaureate degree should read both the Bachelor of Arts and Bachelor of Science degree descriptions before choosing a degree program.

PROGRAM OPTIONS

1. *Liberal Studies Option*
   Candidates for the Bachelor of Science degree in liberal studies may pursue a broad program of study in the liberal arts and sciences, so long as they fulfill the general degree requirements as outlined below. Apart from the basic distribution requirements, which call for a minimum number of hours in the humanities, the social sciences, and the natural sciences or mathematics, there is no restriction on the way the 60 credits in the liberal arts and sciences may be distributed in this option.

2. *Concentration in a Specific Subject Area*
   Candidates choosing to concentrate their liberal arts and science credits in one subject area must satisfy all of the general requirements for the Bachelor of Science degree as described below. They must also demonstrate extensive knowledge in a content area. The term *concentration* is used advisedly. It implies a certain amount of specialization in a subject field, (such as history or philosophy) rather than a sequential, integrated curriculum in that subject. The ways in which this concentration may be demonstrated are described on page 98.

DEGREE REQUIREMENTS

Minimum Number of Semester Hours – Candidates must earn a minimum of 120 semester hours.

Distribution Requirement – Of the 120 semester hours required for the degree, a minimum of 60 must be in the arts and sciences with a distribution among the humanities, the social sciences (which include history), and the natural sciences and/or mathematics. A minimum of 6 semester hours must be earned in any one of the three areas of study, with a minimum of 9 in each of the remaining two areas. The additional 36 semester hours needed to satisfy the 60 hours required in the arts and sciences can be distributed among the three areas or earned in only one of the three areas of the distribution requirement. The remaining 60 hours are considered electives, and they may be in any area of collegiate study, including vocational and technical areas, as well as the liberal arts and sciences.

Course Level Requirement – Of the 120 semester hours of credit required, a minimum of 45 semester hours must be earned by completing college courses and/or examinations that are classified as being Beyond the Elementary Level. At least 30 of these 45 must be in the Arts and Sciences. The remaining 15 semester hours required Beyond the Elementary Level may be in *any* elective field, including the Arts and Sciences.

Of the 30 Arts and Science credits "Beyond the Elementary Level," a minimum of 12 credits must be at the Advanced Level. The following definitions will be employed in classifying courses:

Elementary Level: Those courses which are on a beginning college level (for example, English Composition).

Beyond the Elementary Level: Those courses which are beyond the level of a beginning college course (for example, Child Psychology).

Advanced Level: Those courses which are beyond the intermediate level. In many cases these courses will have as prerequisites the completion of lower level courses (a course in the American Novel, for example, may be an Advanced Level course).

The recommendations of the institution through which the courses were completed will generally be used by the Regents External Degree Program for purposes of classifying the courses according to level. Consult the section entitled "College Courses" on page 96 to determine the type of information which must be forwarded directly to the Regents External Degree Program, along with an official copy of your transcript, by the institution where the courses were completed. The college proficiency examinations which can be used to satisfy the degree requirements have been classified according to level and distribution area in the listing concluding the Bachelor of Arts degree description.

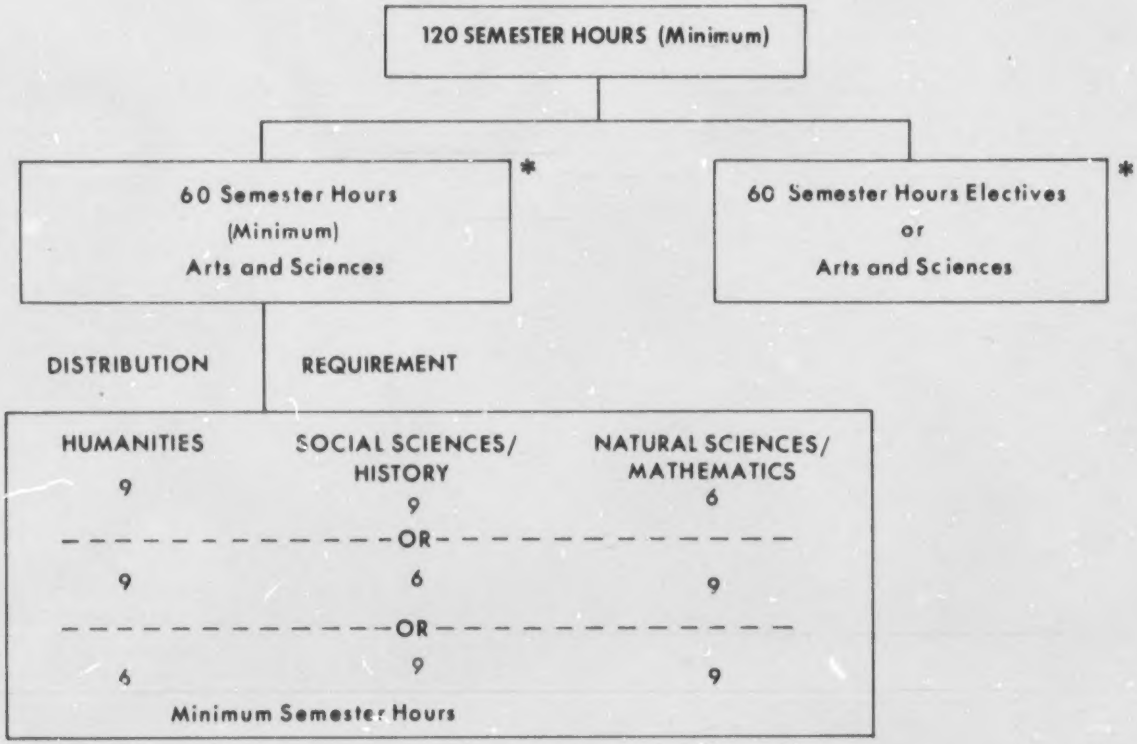
Minimum Academic Average – Candidates will be required to achieve a cumulative average of "C" or better to earn a Bachelor of Science degree. Although grades of "D" will be accepted for credit on the basis of previous college study or proficiency examinations, these grades must be balanced by an equivalent number of "A" or "B" credit hours to achieve the cumulative "C" average. Only those grades that the candidate wishes to apply toward the degree will be recorded and kept on file; no grade of "F" will be accepted for credit; nor will "F" grades be counted in the computation of the cumulative average. In those cases where "Pass-Fail" grades have been assigned, the "Pass" grades will be accepted for credit, but will not be used to compute the cumulative average. For information on computing the cumulative average, please refer to the grading section in The General Information section of this catalog.

Electives

Of the total 120 semester hours required for the degree, 60 are considered electives and may be earned in any field(s) of college study, including vocational, professional, or technical areas, as well as the humanities, the social sciences/history, and the natural sciences/mathematics.

An individual who wishes to develop a specialization in a professional or occupational area (e.g., health, computer science) can concentrate as many as 60 hours in that subject area. It is not possible, however, to earn the Regents External Bachelor of Science degree

BACHELOR OF SCIENCE DEGREE



* A minimum of 45 semester hours must be beyond the elementary level; of these at least 30 must be in the arts and sciences and the remaining 15 may be in any elective area. Of the 30 semester hours required in the arts and sciences beyond the elementary level, a minimum of 12 semester hours must be at the advanced level.

with a designated concentration in such professional or occupational fields.

METHODS OF SATISFYING DEGREE REQUIREMENTS

The Bachelor of Science degree requirements can be satisfied by:

1. College courses from regionally accredited institutions of higher learning.
2. Proficiency examinations
3. Military service school courses
4. Special Assessment of college level knowledge for which existing proficiency examinations are not appropriate.
5. Evaluated noncollegiate educational programs

Candidates may meet Bachelor of Science requirements by any one or a combination of the above methods as long as proper distribution, course level, and grade point average requirements are satisfied. Information follows on the types of individual courses which can be used to satisfy the distribution requirements of the Bachelor of Science degree. Those courses which can be used as elective credit are also identified.

1. College Courses

TRANSCRIPTS – Only official transcripts sent from regionally accredited colleges and universities will be evaluated by the Regents External Degree registrar. All transcripts from accredited institutions will be accepted for evaluation without regard to the number of institutions attended by the candidate or the dates of attendance.

In addition to forwarding a copy of your official transcript, the registrar at the institution through which your credits were earned *must also provide information regarding the classification of your courses.* This information must indicate for each course whether or not it was completed at the elementary, beyond elementary, or advanced level. This can often be done by simply providing a course numbering key (e.g., courses numbered 100-199 are usually freshman level courses; 200-299 are usually sophomore level courses; etc.) or by providing official course content descriptions.

GRADING AND CLASSIFICATION POLICIES – There is no restriction on how long ago a course may have been completed for it to be considered for credit. Only those grades and courses that the candidate desires to apply toward the degree will be evaluated in terms of satisfying grade point average, course level, and distribution requirements. Only those courses in which a grade of "D" or better was achieved can be used for purposes of satisfying degree requirements. However, grades of "D" must be balanced by "B" or better grades in order to achieve the necessary 2.0 or "C" average for graduation. Those courses that can be classified as satisfying the distribution requirement in (1) humanities, (2) social sciences, or (3) natural sciences/mathematics, will be recorded in the appropriate category. If a particular course is identified as not being related to one of these areas, it will be classified as elective credit. The amount of credit allowed for individual courses is determined by the amount of credit assigned by the institution at which the courses were completed. A determination of whether a particular course can be used to satisfy the course level requirements will be made on the basis of information received from the institution at which the course was completed (see page 94).

Courses which may be used to satisfy the humanities requirement are those in fields of study such as art, music, drama, theatre, philosophy, classics, language, English, or literature. Courses in areas such as anthropology, economics, history, political science, psychology, or sociology may be used to satisfy the social sciences requirement. The natural sciences/mathematics requirement may be satisfied by courses in such fields as biology, chemistry, calculus, statistics, or geology. Courses in other areas such as management, engineering, nursing, and college-level vocational and technical subjects can be used as free electives. Physical education activities courses cannot be counted for credit.

A sample list of the types of courses which are classified in the subject areas of humanities, social sciences, natural sciences/mathematics, and electives follows. It should be noted that this is a *sample* list, and does

not contain all courses that can quality for credit in a particular area.

SAMPLE LIST OF TYPICAL COLLEGE COURSES CLASSIFIED ACCORDING TO SUBJECT MATTER AREA

Humanities

English Composition
American Literature
Elementary Latin
History of Art
Studio Art
Theatre
Music Appreciation
Intermediate French
Religion
Philosophy

Natural Sciences/Mathematics

College Chemistry
General Physics
Astronomy
Basic Mathematics
College Mathematics
Introduction to Statistics
General Biology
Earth Science
Algebra
General Science

Social Sciences

Economic Geography
Introduction to Anthropology
Economics
Sociology
Psychology
American Government
Western Civilization
Cultural Geography
Educational Psychology

Electives

Building Construction
Introduction to Accounting
Introduction to Business Administration
Electronics
Fundamentals of Nursing
Techniques of Teaching
Secretarial Science
Health Education
Mental Hygiene
Reading Instruction

2. **Recognized Proficiency Examinations**

TRANSCRIPTS – The Regents External Degree Program will grant credit for successful completion of college-level proficiency examinations offered by the following programs:

New York College Proficiency Examination Program
Regents External Degree Program
College-Level Examination Program (both single subject and general examinations)
College Board Advanced Placement Examinations
Graduate Record Examination Advanced Tests
Undergraduate Program Field Tests
United States Armed Forces Institute (USAFI) or Defense Activity for Non-Traditional Education Support (DANTES) Tests

Only official transcripts from these testing agencies will be evaluated and acceptable credit applied toward satisfying the requirements for the bachelor of science degree. It does not matter when candidates take an examination or how long it takes them to complete the requirements for the Bachelor of Science degree. Discontinued examinations will be evaluated for credit as long as official transcripts are available.

GRADING AND CLASSIFICATION POLICIES – The examinations submitted by a candidate will be evaluated in terms of satisfying grade point average, level, and distribution requirements. Those examinations that can be classified as satisfying the distribution requirement in humanities, social sciences, or natural sciences/mathematics, will be recorded in the appropriate category. If a particular examination is not related to one of these areas, it will be classified as elective credit. Each examination will also be classified as elementary, beyond the elementary, or advanced level.

The minimum acceptable scores for CLEP, CPEP, RED, USAFI, GRE, UP and AP examinations are found in the "Approaches to Earning Credit" and "Grading" sections of this catalog (see pages 8 and 22).

Discontinued examinations are not listed but can be submitted for evaluation if an official transcript is available.

It should be noted that the College-Level Examination Program General Examinations in English, Humanities, Natural Sciences, and Social Sciences-History are equivalent to the United States Armed Forces Institute GED-College-Level Examinations in Expression, Literary Materials, Natural Sciences, and Social Studies, respectively. The completion of both types of examinations in a particular subject matter is considered duplication of credit, and only one test will be counted for credit toward a Regents External Degree. In the case of English Composition a maximum of 6 credit hours will be awarded regardless of the number of examinations and/or courses completed.

3. Military Service School Courses

Credit may be earned toward the Bachelor of Science degree by completing military service school courses which contain college-level work and which have been evaluated by the Office of Educational Credit, formerly the Commission on Accreditation of Service Experience (CASE), of the American Council on Education. The recommendations provided by that office will be used to determine the amount of academic credit to be granted toward the Bachelor of Science degree, and to classify the courses in terms of the distribution and course level requirements.

4. Special Assessment

Special Assessment can be used as a means of earning credit toward the Bachelor of Science degree. The amount and type of credit allowed will depend on the type of college-level life experience presented for validation. A complete description of Special Assessment is provided in the "Approaches to Earning Credit" section of this catalog.

5. Evaluated Noncollegiate Educational Programs

Credit can be earned for noncollegiate educational programs sponsored by business, industry, government, labor unions, police academies, and other agencies which have been evaluated by the American Council on Education or by the New York State Education Department's *Office of Noncollegiate Sponsored Instruction* and which carry a recommendation for college credit. A fuller discussion of these programs and a description of how to get further information about them is contained in the "Approaches to Earning Credit" section of this catalog.

Meeting Concentration Requirements

The knowledge required to establish a concentration in a specific subject area may be demonstrated in one of the following ways:

1. Successfully completing the approved Graduate Record Examination Advanced Test (GRE) administered by the Educational Testing Service of Princeton, New Jersey. A total of 39 credit hours will be awarded for this examination, of which 12 will be classified on the elementary level, 12 as beyond elementary level, and 15 on the advanced level.
   In addition to satisfying the requirement for a concentration in a subject area, these credit hours will also count toward the fulfillment of the total, distribution and course level requirements for the bachelor of science degree. Below are the GRE Advanced Tests which can be used to establish a concentration:

   Biology
   Chemistry
   Economics
   French (Literature)
   Geography
   Geology
   German (Literature)
   History
   Literature in English
   Mathematics
   Music
   Philosophy

Physics
Political Science
Psychology
Sociology
Spanish (Literature)

Further information on GRE examinations may be found in the "Approaches to Earning Credit" section of this catalog.

2. Successfully completing an Undergraduate Program Field Test (UP) administered by the Educational Testing Service and/or the Regents External Degree Program, in an approved subject area; in addition, the candidate must complete an advanced examination in an area specialty. This test will be designed by the Regents External Degree Program following the policies established for Special Assessment. A total of 30 semester hours will be awarded for the UP Field Test, of which 12 will be classified on the elementary level, 12 as beyond the elementary level, and 6 on the advanced level. The RED examination in the area specialty will carry 9 semester hours of credit.* In addition to satisfying the requirements for a concentration in a subject area, the credits earned on both examinations will be applied to the total, distribution and course level requirements for the Bachelor of Science degree.
The subject areas in which the Undergraduate Program Field Tests can be used to partially establish a concentration are:

Art History
Biology
Chemistry
Drama and Theatre
Economics
French (Literature)
Geography
Geology
German (Literature)
History
Literature
Mathematics
Music
Philosophy
Physics
Political Science
Psychology
Sociology
Spanish (Literature)

Further information on UP Field Tests may be found in the "Approaches to Earning Credit" section of this catalog.

3. Applying to the Regents External Degree Program for waiver of the examination requirement on the basis of appropriate and sufficient college courses in the subject area. Included in this course work must be at least 15 credit hours on the advanced level, and at least another 12 credit hours on the Beyond the Elementary level. The faculty committee for the Bachelor of Science Degree will determine whether the course work submitted is adequate in content, scope, and grades achieved to earn a concentration in that discipline or subject matter area.
A concentration in the Bachelor of Science degree can be established only in one of the approved subject areas listed above for the GRE and UP examinations.

4. Applying to the Regents External Degree Program for a waiver of the examination requirement on the basis of Special Assessment.

5. For a concentration in the French *Language* and Literature (or German or Spanish *Language* and Literature) in addition to the GRE, or the UP examination plus the area specialty examination, a candidate must also complete the listening and speaking portions of the Modern Language Association Foreign Language Proficiency Test in the appropriate language. This test is described in the "Examination Content Descriptions" section of this catalog.

6. Candidates electing to pursue a concentration in a laboratory science (i.e., biology, geology, or physics) are expected to show evidence of appropriate laboratory

*The RED area specialty examination may be waived by presenting 9 credit hours of course work on the advanced level in the concentration field.

experience. Such laboratory experience should be equivalent to that contained in at least two courses in the appropriate science, at least one of which must be beyond the elementary level. Experience in the laboratory may be shown by work experience, college course work, or other means that display the candidate's knowledge and experience with laboratory techniques.

APPROVED EXAMINATIONS FOR FULFILLING THE BACHELOR OF SCIENCE REGENTS EXTERNAL DEGREE REQUIREMENTS

A listing of examinations which may be used for the Bachelor of Science Regents External Degree may be found on the pages concluding the Bachelor of Arts degree description (page 84).

SAMPLE

REGENTS EXTERNAL DEGREE STATUS REPORT

Bachelor of Science

Title	Grade	CREDIT DISTRIBUTION: Humanities	Social Science/ History	Natural Science/ Mathematics	Electives
1971-72 N.Y. College Proficiency Exams					
Freshman English	A	6			
@ Shakespeare	C	3			
* Psychiatric-Mental Health Nursing	B				6
European History	B		6		
1970 CLEP General Exams					
Humanities	P	6			
Natural Sciences	P			6	
Mathematics	P			6	
1969-70 University of M					
Engr 101: Engineering I	C				4
Engr 102: Engineering II	B				4
Elec 101: Electronics I	B				4
Elec 102: Electronics II	C				4
* Eng 201: English Literature	A	3			
* Span201: Intermediate Spanish	C	3			
Span 202: Intermediate Spanish	P	3			
@ Span 301: Literature	A	3			
1967 Military Service School Courses					
Hospital Corpsman, Class A	P				
Elem. Anatomy & Physiology				3	
Hygiene					2
1967 USAFI Subject Standardized Tests					
Introduction to Business	P				3
Personnel Management	P				3
Beginning Spanish I	P	3			
Beginning Spanish II	P	3			
Evaluation No. 1 — Total Hours:		84	33	6	15	30
Evaluation No. 2 — Total Hours:						
Evaluation No. 3 — Total Hours:						
Evaluation No. 4 — Total Hours:						
Evaluation No. 5 — Total Hours:						
Evaluation No. 6 — Total Hours:						

4769

* - Beyond Elementary Level Courses; @ - Advanced Level Courses

GPA No. 1: 2.96

SAMPLE STATUS REPORT

Bachelor of Science Regents External Degree

This sample Status Report has been prepared for an individual who submitted transcripts for evaluation from three testing agencies (New York College Proficiency Examination Program, College-Level Examination Program, United States Armed Forces Institute), one college (University of M.), and one military service school. The amount of credit allowed for each course and examination is listed under the requirement it fulfills. For example, the six semester hours of the New York College Proficiency Examination "Freshman English" are classified under the humanities area of the distribution requirement. The college-level content of the military service school, Hospital Corpsman, Class A, has been evaluated by the office on Educational Credit as being equal to 3 semester hours in elementary anatomy and physiology and 2 semester hours in hygiene.

Degree requirements for the Bachelor of Science include both a *distribution* requirement and a *level* requirement. The total number of hours earned in each area of the distribution requirement, as well as those of the elective area, are recorded on the Status Report. Adding the totals of the three areas of the distribution requirement, determines that the candidate has completed a total 54 semester hours toward the 60 semester hour distribution requirement. This means that the candidate must complete an additional 6 semester hours to satisfy the total 60 semester hour distribution requirement.

It is important to realize that according to the degree requirements, the 60 semester hours of the distribution requirement must be distributed as follows: a minimum of 9 semester hours must be earned in any two of the three areas of study (1) humanities, (2) social sciences including history, and (3) natural sciences/mathematics, with a minimum of 6 semester hours in the remaining area. The sample Status Report indicates that over 9 semester hours have been earned in two areas of study (humanities and natural sciences/mathematics), while six semester hours have been earned in the social sciences area. Although the minimum liberal arts and science distribution requirement has been satisfied, the candidate must complete an additional 6 semester hours in order to satisfy the total 60 hour distribution requirement. The remaining 6 semester hours can be earned in any one of the three areas of the distribution requirement, or they may be distributed among the three areas.

Since the candidate has also earned 30 hours of elective credit, after completing the 60 semester hours of the distribution requirement, a total of 90 semester hours will have been completed. Since a total of 120 semester hours is needed to complete the program, 30 additional semester hours

would be required. These 30 semester hours could be earned in any area since the candidate is allowed 60 semester hours of elective credit.

In addition to the distribution and total semester hour requirements, the candidate must also satisfy the course level requirement. A minimum of 45 semester hours must be earned by completing college courses and/or examinations that are classified as being beyond the elementary level. In addition, a minimum of 12 of these 45 semester hours must be completed at the advanced level. 30 of the 45 semester hours must be earned in any one of the three areas of the distribution requirement or they may be distributed among the three areas. The additional 15 semester hours may be in elective areas.

On the sample Status Report, "beyond elementary level" courses and examinations are designated with * and "advanced level" courses and examination with @, as indicated by the code information at the bottom of the sheet. By counting the number of semester hours for each course and examination designated with * or @, one can compute that 15 semester hours of "beyond elementary" and 6 semester hours of "advanced" work has been completed for a total of 21 semester hours. Thus, to satisfy the course level requirement of 45 semester hours, an additional 24 semester hours must be earned at the "beyond elementary level," six of which must be at the "advanced level." Of the 24 semester hours, 12 must be in liberal arts and science areas.

As additional work is presented toward meeting the degree requirements, the grade results will be recorded on an updated version of the Status Report, indicating the cumulative record of the candidate.

THE REGENTS EXTERNAL DEGREE COMMITTEE ON BACHELOR OF SCIENCE

Milton G. Bassin, *York College of the City University of New York*
Peter Blomerley, *Tompkins-Cortland Community College*
Edward A. Clark, *Richard L. Connolly College, Long Island University*
Vera King Farris, *State University College at Brockport*
Francine Frank, *State University of New York at Albany*
Margaret Kelly, *St. John's University*
Virginia Kemp, *State University College at Geneseo*
Jonathan Kistler, *Colgate University*
L. Richard Oliker, *Syracuse University*
Harold J. Perkins, *State University College at Plattsburgh*

THE BACHELOR OF SCIENCE (BUSINESS ADMINISTRATION) REGENTS EXTERNAL DEGREE

The Bachelor of Science (business administration) Regents External Degree has two components: general education and business. There are no prerequisites for enrollment or for taking any of the examinations which may be used to satisfy the requirements. There is no fixed order in which the degree requirements must be met. The Bachelor of Science (business administration) (BSBA) degree will be awarded by the Regents of The University of the State of New York to candidates who have satisfied the degree requirements, upon the recommendation of the Faculty Committee for the Bachelor of Science (business administration) Degree.

Candidates may select from among the following subject area concentrations in the Bachelor of Science (business administration) Regents External Degree: Accounting, Finance, Management of Human Resources, Marketing, or Operations Management.

The Regents External Degree Bachelor of Science (business administration) Program holds membership in the American Assembly of Collegiate Schools of Business. Graduates with an accounting concentration meet the academic requirements to take the Certified Public Accountant (CPA) Examination in New York State.

Grading

The Bachelor of Science (business administration) program is not based on a credit hour system. Candidates may satisfy the requirements by submitting examination results, or official transcripts of college courses or military service schools. Although only courses or examinations which carry grades of C or P (Pass) or higher can qualify toward satisfying a business component requirement, courses or examinations with grades of D can be used toward the general education component. However, before a candidate can qualify for graduation, an overall C average must be obtained. Thus, if a semester course with a grade of D was accepted toward the general education component, at least one course or examination with a grade of B or above must also have been accepted. Only those grades which the candidate wishes to apply toward the degree will be recorded and kept on file.

The General Education Component

The objective of the General Education component is to insure that degree recipients have basic, college-level competence in the humanities and the social sciences. Although not required, knowledge in the natural sciences and mathematics can be used to satisfy part of the requirements of this component. Candidates should guard against duplicating subject matter covered in various courses and examinations. The Regents External Degree registrar will answer candidates' questions on possible duplication. For the General Education component only there is no time limit on course or examination completion, as long as official transcripts are available. Only those courses or examinations in which a grade of D or better was achieved can be used to satisfy a requirement. A minimum overall average of C is required for completion of the Bachelor of Science (business administration) degree. The General Education requirements can be satisfied in any one of the following ways:

1. *Possession of a Previously Earned Degree*

   The requirements of the General Education component can be satisfied by submitting verification that an Associate in Arts degree or a baccalaureate degree was completed at a regionally accredited institution of higher education. Other associate degrees (Associate in Science, Associate in Applied Science, etc.) may or may not satisfy the requirements of the general education component, and must be evaluated individually (see number 2, College Courses, below).

2. *College Courses*

   The number and type of courses needed to satisfy the requirements of the General Education component are as follows:

   A. A minimum of 10 one-semester courses in liberal arts. (If the courses were completed on a quarter or trimester system a minimum of 15 courses is required.)

   B. The required courses must be distributed in the following manner:

      1. A minimum of two one-semester courses (three quarter or trimester courses) in the area of humanities (e.g., literature, English, language, fine arts).

      2. A minimum of two one-semester courses (three quarter or trimester courses) in the area of social sciences (e.g., sociology, history, psychology).

      3. The remaining six one-semester courses (nine quarter or trimester courses) in any liberal arts area (nonbusiness related) including the humanities and social sciences (e.g., biology, chemistry, anthropology, music, history, literature).

   C. The following courses *cannot* be counted toward satisfying the requirements of the General Education component:

      1. Business-related liberal arts courses which duplicate a requirement of the business component (e.g., principles of economics, statistics, calculus),

      2. All business courses,

      3. All technical or vocational courses.

   Only official transcripts from regionally accredited colleges and universities will be evaluated, and acceptable courses applied toward satisfying the requirements of the general education component. All transcripts from accredited institutions will

be accepted for evaluation without regard to the number of institutions attended by the candidate.

For specific information regarding procedures for submitting transcripts to the Regents External Degree Program, consult the "Approaches to Earning Credit" section of this catalog.

3. *Proficiency Examinations*

The requirements of the General Education component can be satisfied by obtaining satisfactory scores on five approved proficiency examinations. These examinations must be distributed as follows:
1) at least one examination must be classified as being humanities,
2) at least one examination must be classified as being social sciences, and
3) the remaining three examinations can be from any of the non-business related liberal arts areas including humanities and social sciences (e.g., history, science, art, music).

The following proficiency examinations cannot be counted toward satisfying the requirements of the General Education component:

A. Business-related liberal arts examinations which duplicate a requirement of the business component (e.g., principles of economics, algebra, calculus, statistics),
B. All business examinations,
C. All technical or vocational examinations.

A list of the available proficiency examinations which are approved for satisfying the requirements of the General Education component of the Bachelor of Science (business administration) degree may be found at the end of this section. Further information on the examination programs (College-Level Examination Program, United States Armed Forces Institute (USAFI) or Defense Activity for Non-Traditional Education Support (DANTES), College Proficiency Examination Program, Regents External Degree Program, Advanced Placement (AP), Graduate Record Examination (GRE), and Undergraduate Program (UP) Field Tests), may be found in the "General Information" section of this catalog. Discontinued examinations are not listed but can be submitted for evaluation purposes if an official transcript is available.

4. *Military Service School Courses*

Those courses which contain college-level work and have been evaluated by the Office on Educational Credit, formerly the Commission on Accreditation of Service Experiences (CASE), of the American Council on Education may be used. The OEC credit recommendation will be used to determine the number and type of courses required to satisfy all requirements (see "Approaches to Earning Credit" for further details).

5. *Special Assessment*

Special Assessment can be used as a means of satisfying the requirements of the General Education component. The amount and type of credit allowed will vary from individual to individual, and will depend on the college-level experience presented for validation. *Special Assessment may not be used to satisfy the requirements of the business component.* A complete description of Special Assessment is given in the "Approaches to Earning Credit" section of this catalog.

6. *Evaluated Noncollegiate Educational Programs*

Credit can be earned for noncollegiate educational programs sponsored by business, industry, government, labor unions and other agencies which have been evaluated by the American Council on Education or by the New York State Education Department's Office of Noncollegiate Sponsored Instruction and which carry a recommendation for college credit. A fuller discussion of these programs and a description of how to get further information about them is contained in the "Approaches to Earning Credit" section of this catalog.

7. *Combination of Approaches*

Combinations of the above approaches which satisfy the distribution requirement of the General Education component can be used. For instance, two one-semes-

ter college courses are equivalent to an approved proficiency examination. For assistance in determining an appropriate combination of approaches, an enrolled candidate may seek the assistance of the registrar of the Regents External Degree Program.

The Business Component

The objective of the business component of the Bachelor of Science (business administration) Regents External Degree is to insure that degree recipients possess knowledge and skills comparable to those of graduates from collegiate programs leading to a baccalaureate degree in business. Candidates must demonstrate knowledge in five academic areas: accounting, finance, management of human resources, marketing, and operations management. Regents External Degree Examinations have been developed to measure three levels of achievement in each of these areas. An examination in another area of competence – entitled Business Environment and Strategy – is also required in this component. Descriptions of the Regents External Degree Examinations are found in the "Examination Content Descriptions" section of this catalog.

The content of each Regents External Degree Examination in the five academic areas corresponds to a particular stage in a candidate's academic preparation *and not to the subject matter of a specific course in a college curriculum.* A general description of the academic preparation required at each level follows:

Level I achievement requires an introductory knowledge of the facts, terminology, principles, and concepts of each of the five areas (accounting, finance, management of human resources, marketing, and operations management). The subject matter corresponds to the introductory course(s) in a college curriculum for each discipline. In the area of accounting, a candidate must demonstrate knowledge of business law as well as accounting. This is the only *Level I* area of study that is not totally satisfied by the Regents External Degree Examination. In addition to passing the Regents External Degree Examination in Accounting, a candidate must also demonstrate competency in business law. (This may be done by passing the Introduction to Business Law Examination administered by the College-Level Examination Program, *or* SA/SB 533 Business Law I Examination administered by the United States Armed Forces Institute (USAFI) or the Defense Activity for Non-Traditional Education Support (DANTES), *or* by completing an approved one-semester course in introduction to business law.

Level II achievement requires a more comprehensive and detailed knowledge of each discipline, and the subject matter corresponds to the intermediate sequence of courses in a traditional college curriculum.

Level III achievement not only requires a comprehensive understanding of facts, principles, and procedures but also the interrelationships among them and the ability to apply this knowledge to problems and situations similar to those encountered in the business world.

Business environment and strategy requires all candidates to possess an awareness of the constraints under which managers function, the considerations involved in the formulation of corporate policy, and the implications of policy decisions.

Requirements of the Business Component

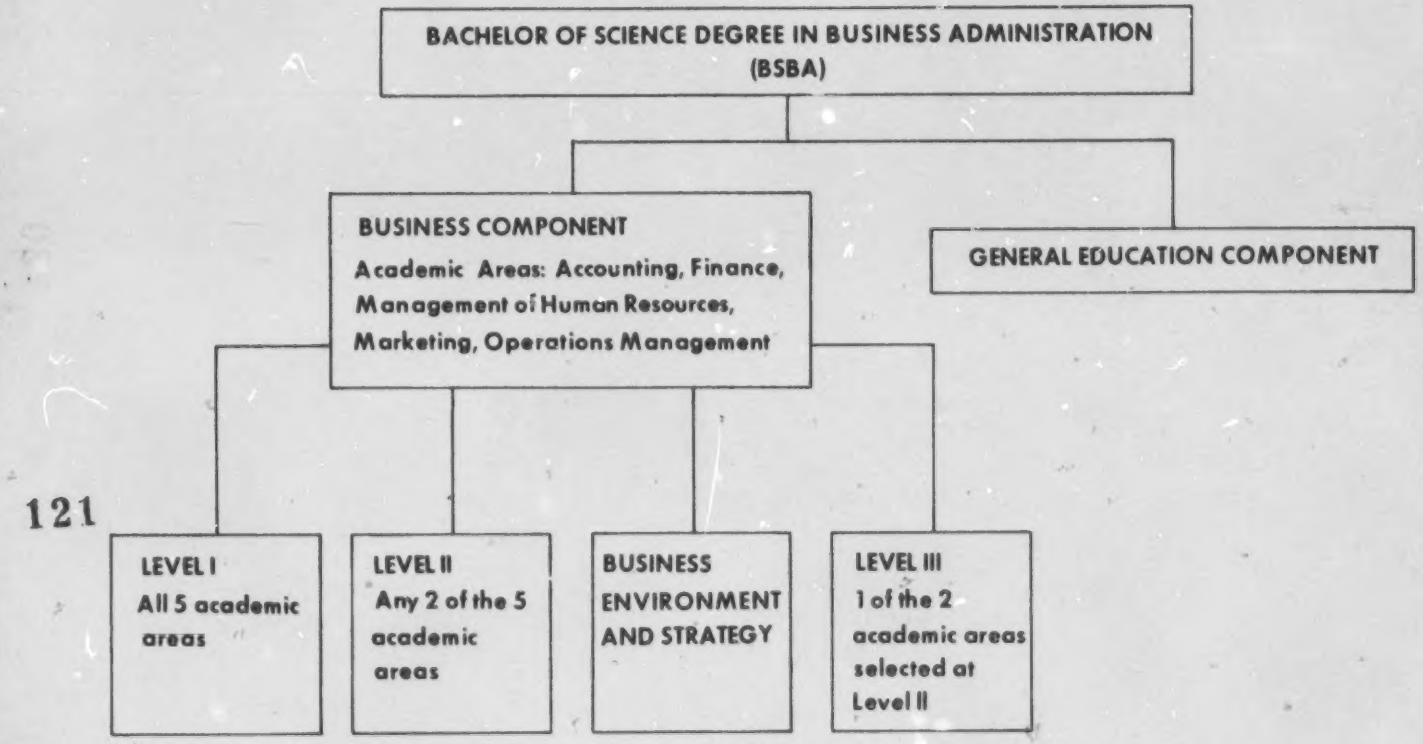
The requirements for the business component are

1) Demonstrate achievement at Level I in all five academic areas – accounting, finance, management of human resources, marketing, and operations management.
2) Demonstrate achievement at Level II in *two* of those five areas.
3) Demonstrate achievement at Level III in *one* of the two areas selected at Level II. The selected area will constitute the candidate's area of concentration.
4) Demonstrate competence in the area of business environment and strategy.

A visual diagram of the requirements of the business component follows on page 108.

Satisfying the Requirements of the Business Component

There is no fixed order in which the requirements of the business component must be met, and candidates are free to choose the approach best suited to their interests and levels of preparation. The requirements of the business component can be satisfied by the Regents External


BACHELOR OF SCIENCE DEGREE IN BUSINESS ADMINISTRATION (BSBA)
BUSINESS COMPONENT
Academic Areas: Accounting, Finance, Management of Human Resources, Marketing, Operations Management
GENERAL EDUCATION COMPONENT
LEVEL I
All 5 academic areas
LEVEL II
Any 2 of the 5 academic areas
BUSINESS ENVIRONMENT AND STRATEGY
LEVEL III
1 of the 2 academic areas selected at Level II

Degree Examinations in business.* Certain Level I, Level II, and the Business Environment and Strategy examinations may be waived by submitting transcript credit from regionally accredited institutions of higher learning, approved testing agencies, institutions offering approved noncollegiate sponsored instruction, or military service school courses as outlined below. The Level III Regents External Degree Examination is a *required* test.

Special Assessment has been designed to verify college-level knowledge in most cases when appropriate proficiency examinations are not available. Since specially designed examinations for the business component have been developed, Special Assessment cannot *be used to satisfy business component requirements. Instead, individuals will be required to complete the Regents External Degree Examinations in business or submit transcript credit of courses or proficiency examinations in order to satisfy the business component requirements.*

The requirements at each level may be satisfied in the following manner:

The *Level I* requirements must be satisfied for accounting, finance, management of human resources, marketing, and operations management. For each area, this can be accomplished in one of the following ways:

(1) Pass each of the Level I Regents External Degree Examinations in the areas,* OR
(2) Obtain a *waiver* for the Level I Regents External Degree Examination in an area by
    (a) satisfying the Level II or the Level III requirement in the specific area, or
    (b) having college transcript credit, approved proficiency examinations, approved noncollegiate sponsored instruction credit, or military service school courses certified as meeting the requirement.

The *Level II* requirement must be satisfied in two of the five Level I areas, and this can be accomplished in one of the following ways:

(1) Pass Level II Regents External Degree Examinations in the two chosen areas, OR
(2) Obtain a waiver for the Level II Regents External Degree Examination in an area by
    (a) passing the Level III Regents External Degree Examination in that area, or
    (b) having transcript credit, approved proficiency examinations, or military service school courses certified as meeting the requirement.

The *Level III* Regents External Degree Examination** is a *required test* that must be passed by all candidates. The area selected will constitute the candidate's area of *concentration* in business administration.

The *Business Environment and Strategy* requirement must be satisfied in one of the following ways:

(1) Pass the Regents External Degree Examination in this area, OR
(2) Obtain a waiver of this Regents External Degree Examination by having transcript credit, approved proficiency examinations, or military service school courses certified as meeting the requirement.

* To completely satisfy Level I in accounting, one must complete the Regents External Degree Examination in Accounting *and* the Introduction to Business Law Examination administered by the College-Level Examination Program, *or* SA/SB 533 Business Law I Examination administered by the United States Armed Forces Institute (USAFI) or the Defense Activity for Non-Traditional Education Support (DANTES), *or* by completing an approved one-semester course in introduction to business law. This is the only Level I area requirement that is not totally satisfied through its Level I Regents External Degree Examination.

** To satisfy completely the Level III requirement in accounting, one must complete the following set of three examinations: Level III Accounting (Area I): Business Law and Federal Income Taxation; Level III Accounting (Area II): Auditing and Cost Analysis; Level III Accounting (Area III): Advanced Theory and Special Topics. This is the only Level III requirement which is not totally satisfied by one examination.

Some of The Independent Study courses offered by Empire State College of the State University of New York may be used to satisfy some of the Business Component requirements for the Business degree. For specific information write to:

Regents External Degrees
N.Y. State Education Dept.
99 Washington Avenue
Albany, N.Y. 12230

Requesting Waiver of Regents External Degree Business Examination

Under certain conditions, transcripts containing regular college courses from regionally accredited colleges, approved proficiency examinations, and military service school courses can be submitted for purposes of requesting a waiver of a Regents External Degree business examination. The candidate should carefully review the following information on the types of courses and/or proficiency examinations that can be used to waive business component examinations before sending any transcripts for review by the Registrar and the business degree committee. *Any academic work submitted for waiver must have been accomplished within 10 years of the date of enrollment in the Regents External Degree Program, must cover all the topics included on the examination developed to measure achievement in that area, and must carry a grade of "C" or better from a regionally accredited institution, an approved testing or military service school program.*

Military Service School Courses – The requirements of the business component can be met by successfully completing military service school courses which contain appropriate business-related college-level work and which have been evaluated by the Office on Educational Credit of the American Council on Education. The recommendations provided by the Office on Educational Credit in terms of the amount of college-level work contained in a particular course(s) will be utilized to determine the number of service school courses required to satisfy a business component requirement. The recommendations will also be used for purposes of classifying the courses according to the subject matter areas of the business component.

College Courses – The following guidelines are provided to assist the candidate in determining the types of courses which can be submitted for purposes of requesting waiver of a Regents External Degree business examination. It is important to note that *a Regents External Degree business examination will be waived only if the completed courses cover all the topics included on the examination developed to measure achievement in that area.* Since the content for a specific course can vary from college to college, a blanket statement concerning the waiving of an examination for a course with a particular title cannot be made. Instead, an examination will be waived only after an evaluation of the description of a course(s) is made, and the business degree Faculty Transcript Evaluation Committee is certain that all topics have been covered. Candidates interested in fulfilling a business component requirement by taking a business course in a college should make sure that the topics covered in the course correspond to the appropriate Regents External Degree examination description (see Part IV "Examination Content Descriptions" of this catalog).

The following "Guidelines for Waiving Regents External Degree Business Examinations" provide a breakdown only in terms of semester or year courses. Quarter or trimester courses will be evaluated, like all semester courses, in terms of the amount and type of material covered. The exact number of quarter or trimester courses which must be completed to waive a requirement will depend upon the amount and type of material covered.

The student is responsible for having the registrar of the institution attended send official course descriptions to the Regents External Degree registrar. Candidates should not expect to receive results of their evaluation until 6 to 7 weeks after the Regents External Degree Program has received the official description to be evaluated.

Only those courses for which a grade of "C" or better was earned at an accredited institution within the last 10 years from the date of enrollment in the Bachelor of Science (business administration) Regents External Degree Program will be evaluated for purposes of waiving a business examination.

Proficiency Examinations – The proficiency examinations which have been approved for

meeting a business component requirement are also included in the guidelines. After the title of each examination is the abbreviated name of the testing agency through which it is administered. (CLEP indicates the College-Level Examination Program; USAFI indicates the United States Armed Forces Institute, the predecessor of DANTES (Defense Activity for Non-Traditional Education Support) which currently administers military testing.) To meet a business component requirement, the approved examinations must have been completed within 10 years prior to enrolling in the Bachelor of Science (business administration) Regents External Degree Program.

Specific information regarding how to register for a particular examination, minimum acceptable scores, and procedures for submitting transcripts to the Regents External Degree Program from testing agencies, can be obtained by consulting the "Approaches to Earning Credit" section of this catalog. Additional information regarding college courses is also provided in that section.

Guidelines for Waiving Regents External Degree Business Examinations

IMPORTANT: A business component requirement will be met only if the completed college courses cover all the topics included on the examination developed to measure achievement in that area. A blanket statement concerning the waiving of a Regents External Degree business examination with a particular title *cannot* be made. The course and examination titles listed below are provided only as examples. It *cannot* be assumed that all courses with such titles will satisfy a business component requirement. Candidates should also remember that college courses must have been completed through regionally accredited colleges with a grade of "C" or better within 10 years of enrollment in the Regents External Degree business program. There is *no waiver* of the Level III examination.

I. *Accounting*

A. Level I: The completion of the following:

1. Two one-semester courses in introduction to accounting, OR
   Introductory Accounting Examination (CLEP), OR
   SA 525-6 Principles of Accounting I *and* II Examinations (USAFI or DANTES), OR
   Accounting (CPE offered prior to 1973).

and

2. One-semester course in introduction to business law, OR
   Introductory Business Law Examination (CLEP), OR
   SA/SB 533 Business Law I Examination (USAFI or DANTES).

B. Level II: The completion of the following:

1. Two one-semester courses in accounting theory (appropriate courses are intermediate accounting I, intermediate accounting II, advanced accounting), OR
   SA 527 Intermediate Accounting (USAFI or DANTES).

and

2. One-semester course in cost accounting.

II. *Finance*

A. Level I: The completion of one of the following two options:

1. Option No. I
   a. One-semester course in basic corporation finance.

and

   b. One-semester course in principles of microeconomics, OR
      Introductory Economics Examination (CLEP), OR
      SA/SB 453 Principles of Economics I Examination (USAFI or DANTES).

and

   c. One-semester course in money and banking, OR
      Money and Banking Examination (CLEP), OR
      SA 548 Money and Banking Examination (USAFI or DANTES).

2. Option No. II
   a. One-semester course in basic corporation finance.

and

   b. Two one-semester courses in principles of economics, with at least one

course in principles of microeconomics.* OR Introductory Economics Examination (CLEP), OR SA/SB 453-4 Principles of Economics I *and* II Examinations (USAFI or DANTES).

B. Level II: The completion of the following:

1. One-semester course in corporation finance. This must be in addition to the basic corporation finance course required to partially satisfy the Level I requirement. A course in advanced corporation finance, corporation finance policy, or an approach to corporation finance would be appropriate.

and 2. One-semester course in investment management, investing, or securities analysis. It must be an analytic rather than a descriptive course. It *cannot* be a personal finance course.

and 3. One-semester course in financial institutions and markets. Appropriate courses are financial institutions, capital markets, management of financial institutions, management of financial assets, banking policy.

III. *Management of Human Resources*

A. Level I: The completion of the following:

1. Two of the following semester courses (or the equivalent of 6 semester hours): organization and man, fundamentals of management, principles of management, business organization, organizational behavior, human relations, behavioral sciences in management, supervision, organization of management, organization theory, OR

The examination Introduction to Business Management (CLEP)** or SA 539 Principles of Management (USAFI or DANTES) and SA 544 Personnel Management (USAFI or DANTES). (Courses with such titles as introduction to business, business administration, or conceptual foundations of business will be accepted only if they can be equated to a type of course stated above. A course in personnel management will be accepted only if it involved a study of human relations and is *not* a description of personnel functions.)

B. Level II: The completion of the following:

1. Three of the following courses (or equivalent of 9 semester hours) beyond the Level I requirement: manpower planning, management behavior, industrial psychology, collective bargaining, organization theory, group behavior, interpersonal behavior, personnel administration, industrial relations, organization behavior, management and its environment, group dynamics.

(Note: Courses of a functional nature with such titles as sales management, marketing management, transportation are *not* appropriate for purposes of satisfying this requirement.)

* Economics courses cannot be descriptive or survey courses, consumer economics courses, or comparative economics systems courses. They must involve an analysis of the principles of economics.

** The Introduction to Business Management (CLEP) examination is equivalent to a one-semester course. Thus, an additional course or the SA 544 Personnel Management (USAFI) examination must be completed to totally waive the Level I Regents External Degree Examination.

IV. *Marketing*

A. Level I: The completion of the following:

1. One-semester course in introduction to marketing, principles of marketing, or basic marketing. (Courses in salesmanship or advertising are *not* appropriate and will not be accepted toward satisfying the requirement.) OR

SA 549 Marketing Examination (USAFI)*.

B. Level II: The completion of the following:

1. One-semester course in marketing research.

and 2. One-semester course in advertising.

and 3. One-semester course in retailing, wholesaling, logistics, distribution, or channels.

(Courses in salesmanship or sales management are *not* appropriate for purposes of satisfying this requirement.)

V. *Operations Management*

A. Level I: The completion of the following:

1. One-semester course in operations management or production management.

(Courses in principles of management, organization of management, organizational management, or behavior of management are *not* appropriate.)

and 2. One- or two-semester courses in statistics. Both descriptive as well as inferential statistics topics such as distributions, probability, and regression must be covered, OR

Statistics Examination (CLEP), OR

SA/SB 433 Basic Statistics Examination (USAFI or DANTES).

and 3. One- or two-semester courses in mathematics for management, quantitation analysis, linear algebra, or calculus. Course content must cover *linear algebra and calculus*.

OR

One examination from *each* of the following two groups:

Group I

College Algebra (CLEP)
College Algebra and Trigonometry (CLEP)
SA424 Intermediate College Algebra (USAFI or DANTES)
SA425 College Algebra (USAFI or DANTES)
SB425 College Algebra (USAFI or DANTES)
SA446 Linear Algebra (USAFI or DANTES)

Group II

Introductory Calculus (CLEP)
SA440 Calculus I (USAFI or DANTES)
SA441 Calculus II (USAFI or DANTES)
SA442 Analytic Geometry I & Calculus I (USAFI or DANTES)
SA443 Analytic Geometry & Calculus II (USAFI or DANTES)
SA444 Analytic Geometry & Calculus III (USAFI or DANTES)
SA445 Differential Equations (USAFI or DANTES)
Advanced Placement Mathematics (College Entrance Examination Board)

B. Level II: The completion of three one-semester courses beyond the Level I requirement with at least one from each of the following two groups:

1. *Application* Course Titles: production system design, inventory management, logis-

* The examination in Introductory Marketing administered by CLEP *cannot* be used to satisfy any of the marketing requirements of the Regents External Degree in business.

tics*, facilities planning and control, inventory control, operations management II, advanced production management, materials management, production planning and control, introduction to math programming, operations planning and control.

and 2. *Methodological* Course Titles: simulation, queuing, advanced statistical procedures**, operations research, operations analysis, systems analysis, advanced probability theory, Markov analysis, stochastic processes, econometrics, network theory, control theory, quality control, forecasting techniques or SA 960 Introduction to Quality Control (USAFI or DANTES)***.

VI. *Business Environment and Strategy* – Completion of the following:

1. One upper-level course which covers business policy.

and 2. A minimum of one additional course which covers:
   a. Business-government relations, and
   b. Business environment.

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* Logistics can count for both marketing and operations management Level II requirements.

** Advanced Statistical Procedures must cover topics related to statistical decision-making such as sequential analysis, Bayesian analysis, and contingency tables.

*** SA 960 Introduction to Quality Control (USAFI or DANTES) is equivalent to a one-semester course.

APPROVED EXAMINATIONS FOR FULFILLING THE BACHELOR OF SCIENCE (BUSINESS ADMINISTRATION) REGENTS EXTERNAL DEGREE REQUIREMENTS

CPE = College Proficiency Examination Program
CLEP = College-Level Examination Program
REDE = Regents External Degree Program
AP = Advanced Placement (College Board) Examinations
USAFI = United States Armed Forces Institute (now DANTES)
GRE = Graduate Record Advanced Tests
UP = Undergraduate Program Field Tests

PREPARED BY	AREA AND TITLE
	GENERAL EDUCATION COMPONENT
	Humanities
CLEP	American Literature
CPE	American Literature: Beginnings to Civil War
CPE	American Literature: Civil War to Present
CLEP	Analysis and Interpretation of Literature
CPE	Applied Music, Minor Level
CPE	Applied Music, Major Level
AP	Art
UP	Art History
AP	Classics
UP	Drama and Theatre
AP	English
CLEP	English Composition-Subject
CLEP	English Composition-General
CLEP	English Literature
REDE	French (Battery A)
REDE	French (Battery B): Applied Linguistics
UP	French
AP	French
GRE	French
CPE, CLEP	Freshman English
REDE	German (Battery A)
REDE	German (Battery B): Applied Linguistics
AP	German
UP	German
GRE	German
CLEP	Humanities-General
REDE	Italian (Battery A)
REDE	Italian (Battery B): Applied Linguistics
UP	Literature
GRE	Literature in English
AP	Music
UP	Music
GRE	Music
UP	Philosophy
GRE	Philosophy
CPE	Philosophy of Education*
REDE	Russian (Battery A)
REDE	Russian (Battery B): Applied Linguistics
CPE	Shakespeare
REDE	Spanish (Battery A)
REDE	Spanish (Battery B): Applied Linguistics
AP	Spanish
UP	Spanish
GRE	Spanish
	Social Sciences – History
CPE	African and Afro-American History
CLEP	Afro-American History
CLEP	American Government
CPE, CLEP, AP	American History
CPE	Educational Psychology**
CLEP	Educational Psychology

* Graduate-level examination
** Exams taken up to Oct. '72 were 6-credit exams; thereafter, 3-credit exams were given.

PREPARED BY	AREA AND TITLE
CPE, AP	European History
REDE	French (Battery B): Civilization and Culture
CPE, AP	European History
CLEP	General Psychology
UP	Geography
GRE	Geography
REDE	German (Battery B): Civilization and Culture
UP	History
GRE	History
CPE	History of American Education
CLEP	Human Growth and Development
REDE	Italian (Battery B): Civilization and Culture
UP	Political Science
GRE	Political Science
UP	Psychology
GRE	Psychology
REDE	Russian (Battery B): Civilization and Culture
CLEP	Sociology (Introductory)
UP	Sociology
GRE	Sociology
CLEP	Social Sciences/History-General
REDE	Spanish (Battery B): Civilization and Culture
CLEP	Western Civilization

Liberal Arts Electives

CPE	Anatomy and Physiology
CPE, CLEP, AP	Biology
UP	Biology
GRE	Biology
AP	Chemistry
UP	Chemistry
GRE	Chemistry
CPE	Earth Science
CLEP	General Chemistry
CLEP	Geology
UP	Geology
GRE	Geology
CLEP	Mathematics–General
CLEP	Microbiology
CLEP	Natural Sciences-General
AP	Physics
UP	Physics
GRE	Physics
CLEP	Trigonometry

PREPARED BY	AREA AND TITLE
	BUSINESS COMPONENT
REDE	Business-Level I Accounting*
REDE	Business-Level II Accounting
REDE	Business-Level III Accounting
REDE	Business-Level I Finance
REDE	Business-Level II Finance
REDE	Business-Level III Finance
REDE	Business-Level I Marketing
REDE	Business-Level II Marketing
REDE	Business-Level III Marketing
REDE	Business-Level I Operations Management
REDE	Business-Level II Operations Management
REDE	Business-Level III Operations Management
REDE	Business-Level I Management of Human Resources
REDE	Business-Level II Management of Human Resources
REDE	Business-Level III Management of Human Resources
REDE	Business-Business Environment and Strategy
UP	Economics*
GRE	Economics*
CLEP	Introductory Macroeconomics*
CLEP	Introductory Microeconomics*
CLEP	Introductory Microeconomics and Macroeconomics*
CLEP	Introductory Economics*
CLEP	College Algebra*
CLEP	College Algebra and Trigonometry*
CLEP	Introductory Calculus*
CLEP	Introductory Calculus with Analytical Geometry*
CLEP	Statistics*
CLEP	Accounting (Introductory)*
CLEP	Introduction to Business Mangement*
CLEP	Introductory Business Law*

* Partially fulfills Level I requirement

UNITED STATES ARMED FORCES INSTITUTE (USAFI) AND DEFENSE ACTIVITY FOR NON-TRADITIONAL EDUCATION SUPPORT (DANTES) EXAMINATIONS

GED=GED College-Level Examinations
SS = Subject Standardized Tests

PREPARED BY	AREA AND TITLE
	GENERAL EDUCATION COMPONENT
	Humanities
GED	Expression
GED	Literary Materials
SS	SB 400 English Composition I
SS	SB 401 English Composition II
SS	SA 404 Survey of English Literature I
SS	SA 405 Survey of English Literature II
SS	SA 415 Speech I
SS	SA 406 Speech II
SS	SA 575 Beginning Latin I
SS	SA 576 Beginning Latin II
SS	SA 577 Beginning French I
SS	SA 578 Beginning French II
SS	SA 579 Beginning German I
SS	SA 580 Beginning German II
SS	SA 581 Beginning Russian I
SS	SA 582 Beginning Russian II
SS	SA 583 Beginning Spanish I
SS	SA 584 Beginning Spanish II
SS	SA 585 Beginning Italian I
SS	SA 586 Beginning Italian II
SS	SA 820 Technical Writing
	Social Sciences–History
GED	Social Sciences
SS	SA 455 History of the United States I
SS	SA 456 History of the United States II
SS	SA 457 History of Civilization I
SS	SA 458 History of Civilization II
SS	SA 459 Modern European History I
SS	SA 460 Modern European History II
SS	SB 460 European History (since 1914)
SS	SA 462 History of the American Negro
SS	SA 463 Russian History I
SS	SA 464 Russian History II
SS	SA 465 Latin American History I
SS	SA 466 Latin American History II
SS	SA 467 History of Modern East Asia
SS	SA 468 History of Southeast Asia
SS	SA 469 History of the Middle East
SS	SA 471 History of Africa
SS	SA 472 Problems of Contemporary Latin America
SS	SA 475 American Government I
SS	SA 476 American Government II
SS	SA 479 International Relations
SS	SA 481 Modern European Governments
SS	SA 482 Modern Asian Governments
SS	SA 485 General Psychology
SS	SA 488 Psychology of Personality and Adjustment
SS	SA 491 Educational Psychology
SS	SA 494 General Anthropology
SS	SA 495 Introductory Sociology
SS	SA 496 Sociology (Social problems)
SS	SA 498 Criminology
SS	SB 498 Criminology
SS	SA 522 College Geography II (Cultural)
	Liberal Arts Electives
GED	Natural Sciences
SS	SA 430 Analytical Geometry
SS	SA 435 Plane Trigonometry
SS	SA/SB 500 Astronomy
SS	SA/SB 503 College Biology I
SS	SA/SB 504 College Biology II
SS	SA 512 Survey of Physical Science I
SS	SA 513 Survey of Physical Science II
SS	SA 514 College Chemistry I
SS	SA 515 College Chemistry II
SS	SA/SB 517 College Physics I
SS	SA/SB 518 College Physics II
SS	SA 519 Geology I
SS	SA 520 Geology II
SS	SA 521 College Geography I (Physical)
SS	SA 523 Elements of Geography
SS	SA 700 General Aeronautics
	Business Component
SS	SA/SB 453 Principles of Economics I*
SS	SA/SB 454 Principles of Economics II*
SS	SA 424 Intermediate College Algebra*
SS	SA 425 College Algebra*
SS	SB 425 College Algebra (Modern)*

* Partially fulfills Level II requirement

PREPARED BY	AREA AND TITLE
SS	SA/SB 433 Basic Statistics*
SS	SA 440 Calculus I*
SS	SA 441 Calculus II*
SS	SA 442 Analytical Geometry and Calculus I*
SS	SA 443 Analytical Geometry and Calculus II*
SS	SA 444 Analytical Geometry and Calculus III*
SS	SA 445 Differential Equations*

* Partially fulfills Level I requirement

PREPARED BY	AREA AND TITLE
SS	SA 446 Linear Algebra*
SS	SA 525 Principles of Accounting I*
SS	SA 526 Principles of Accounting II*
SS	SA 527 Intermediate Accounting**
SS	SA/SB 533 Business Law I*
SS	SA 534 Business Law II*
SS	SA 539 Principles of Management*
SS	SA 544 Personnel Management*
SS	SA 548 Money and Banking*
SS	SA 549 Marketing*

* Partially fulfills Level I requirement
** Partially fulfills Level II requirement

The nonbusiness related liberal arts *End-of-Course Tests and Subject Examinations* administered by USAFI prior to 1960 can be used to satisfy the requirements of the general education component. Since the titles of these examinations are similar to the titles of the Subject Standardized Examinations, the list of Subject Standardized Examinations presented above should be utilized as a guide in classifying the End-of-Course and Subject Examinations in terms of the subject matter areas of humanities, social sciences, and liberal arts electives.

SAMPLE

REGENTS EXTERNAL DEGREE STATUS REPORT

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

TITLE	Grade	GENERAL EDUCATION COMPONENT: Humanities	Social Sciences	Liberal Arts Electives	BUSINESS COMPONENT: Level I: Accounting	Finance	Management of Human Resources	Marketing	Operations Management	Level II: Accounting	Finance	Management of Human Resources	Marketing	Operations Management	Business Environment and Strategy
Regents External Degree Examinations															
Accounting: Level I ( ); Level II ( )															
Finance: Level I ( ); Level II ( )															
Management of Human Resources Level I (55); Level II ( )	P						X								
Marketing: Level I (61); Level II (68)	P							X					X		
Operations Management: Level I (58); Level II ( )	P								X						
Business Environment and Strategy	P														X
Level III Examination in															
1971 NEW YORK COLLEGE PROFICIENCY EXAMINATIONS															
Biology	A			X											
Earth Science	B			X											
European History	B		X												
1970 CLEP (GENERAL EXAMINATIONS)															
Humanities (550)	P	X													
1969-70 UNIVERSITY OF V.															
Political Science	D		X												
Principles of Accounting I	B				X										
Principles of Accounting II	A				X										
1967 MILITARY SERVICE SCHOOL COURSES															
Hospital Corpsman, Class A Anatomy & Physiology	P			X											
1967 USAFI SUBJECT STANDARDIZED EXAMINATION															
SA 453 Principles of Economics I (34)	P					X									
SA 454 Principles of Economics II (49)	P					X									
Evaluation No. 1 _____ Requirements Satisfied*		C	C	C	P	P	C	C	C	N	N	N	C	N	C
Evaluation No. 2 _____ Requirements Satisfied*															
Evaluation No. 3 _____ Requirements Satisfied*															
Evaluation No. 4 _____ Requirements Satisfied*															
Evaluation No. 5 _____ Requirements Satisfied*															
Evaluation No. 6 _____ Requirements Satisfied*															

*C = Requirements Completely Met; P = Requirements Partially Met; N = Requirements Not Met

47589

SAMPLE STATUS REPORT

Bachelor of Science (business administration) Regents External Degree

This sample Status Report has been prepared for an individual who submitted transcripts for evaluation from four testing agencies (Regents External Degree Program, New York College Proficiency Examination Program, College-Level Examination Program, United States Armed Forces Institute), one regionally accredited college (University of V.), and one military service school. The examinations and courses previously completed through the testing agencies, college and military service schools which qualify toward meeting a degree requirement are recorded. An "X" has been made to designate the specific degree requirement to which each course or examination applies (since the degree requirements are specified by courses or examinations completed rather than by credit hours, no record of credits for each course or examination will be shown on the status report). The code letters (C,N,P) at the bottom of the Status Report indicate the extent to which each of the specific degree requirements has been satisfied: C = requirements completely met; P = requirements partially met; N = requirements not met.

A review of the sample Status Report indicates that all of the requirements of the General Education component have been satisfied by using both examinations and courses. The candidate has the required 2.0 or C average required for the General Education Component of the degree, since the one D grade (in Political Science) is offset by one A (in Biology) and two B's (in Earth Science and European History). The requirements of the General Education component were satisfied through the completion of four examinations, a one-semester college course at the University of V., and a military service school course which was equated to a one-semester college course on the basis of the credit recommendation provided by the Office on Educational Credit. The distribution requirement of the General Education component requires that at least one examination or two one-semester courses be classified as humanities and at least one examination or two one-semester courses as a social science. The sample Status Report indicates that this candidate has fulfilled this requirement by submitting and having accepted his CLEP general examination in Humanities to satisfy the humanities requirement, and a College Proficiency Examination in American History to satisfy the social studies requirement.

The sample Status Report also indicates that the candidate has partially satisfied the Level I accounting requirement by submitting and having accepted the two Principles of Accounting courses completed at the University of V. Information found in the "Guidelines for Waiving Regents External Degree Business Examinations" section of this catalog indicates that the

Level I accounting requirement can be entirely satisfied by completing the following:

1. Two one-semester courses in introduction to accounting
   OR
   Introductory Accounting Examination (CLEP)
   OR
   SA 525-6 Principles of Accounting I *and* II Examination (USAFI or DANTES)
2. One-semester course in introduction to business law,
   OR
   Introductory Business Law Examination (CLEP)
   OR
   SA 533 Business Law I Examination (USAFI or DANTES)

Since the candidate has completed point number 1 of this requirement by using the two Principles of Accounting courses, but has submitted no evidence of work completed in the area of business law, point number 2 must be satisfied in order to complete the Level I accounting requirement. In other words, either a one-semester course in business law or a proficiency examination (CLEP or USAFI) in business law must be successfully completed.

As indicated on the Status Report, the candidate has also partially satisfied the Level I finance requirement by using the two USAFI Subject Standardized Examinations of Principles of Economics I and II. By consulting the "Guidelines for Waiving Regents External Degree Business Examinations," the candidate can determine that the complete Level I finance requirement can be satisfied most efficiently in his case by selecting Option II and completing a one-semester corporation finance course.

However, the candidate may select Option I and either (a) complete a one-semester corporation finance course, as well as a one-semester course or an approved examination in money and banking or (b) may elect to take the Regents External Degree Examination in Finance Level I. By doing either of these, however, he would actually be completing more academic work than the minimum requirement, since he would be completing an additional course, or completing an examination (Regents External Degree Examination) which tests topics previously covered by the college courses he completed in economics.

As indicated earlier, each Regents External Degree Examination has been designed to completely satisfy a particular business component requirement. The sample Status Report illustrates that the candidate completed Regents External Degree Examinations in Management of Human Resources (Level I), Operations Management (Level I), and Marketing (Level I and II). By obtaining satisfactory scores, the candidate completely satisfied the require-

ments as indicated on the Status Report. As a result, additional courses or examinations in those areas are not required.

The candidate has satisfied one Level II requirement (see sample Status Report). As indicated earlier, a candidate must satisfy all five academic areas on Level I and two on Level II. Thus, this candidate must complete additional Regents External Degree Examinations or request a waiver by submitting transcript credit. Since the passing of a Level II examination automatically waives a Level I requirement in that area, the candidate may elect to complete either the Accounting or Finance Level II examinations. If one of these examinations is successfully completed, it would not be necessary to complete additional work to satisfy the Level I requirement in that area. Since all individuals are required to complete a Level III examination in one area, and since the passing of a Level III examination automatically waives the Level I and II requirements in that area, the candidate may elect to complete either the Accounting or Finance Level III examination. If the Finance Level III examination is successfully completed, for example, it would not be necessary to complete additional work to totally satisfy the Level I and II requirements for that area.

The far right-hand column on the Status Report is for the business environment and strategy area requirement of the business component. The code letter "C" at the bottom of this column indicates that the candidate has satisfied the requirement by completing the Regents External Degree Examination.

REGENTS EXTERNAL DEGREE COMMITTEE ON BACHELOR OF SCIENCE (BUSINESS ADMINISTRATION)

William M. Berliner, *New York University*
Richard G. Brandenburg, *State University of New York at Buffalo*
Frank W. Kolmin, *State University of New York at Albany*
Frank A. McMullen, *American Institute of Banking*
L. Richard Oliker, *Syracuse University*
David Rachman, *Bernard M. Baruch College of the City University of New York*
David Thompson, *Peat, Marwick, Mitchell & Co.*
Jerry D. Young, *University of Alabama in Birmingham*

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Audrey G. Cohen, *College for Human Services*
William H. Cox, Jr. *Rochester Public Library*
Bernard Esrig, *New York City Board of Education*
Eric Gardner, *Syracuse University*
James W. Hall, *Empire State College of the State University of New York*
Frederick H. Jackson, *Committee on Institutional Cooperation*
Charles W. Laffin, Jr., *State University of New York Agricultural and Technical College at Farmingdale*
Harold G. Levine, *The University of Texas Medical Branch*
James E. McVean, *Jefferson Community College*
Austin Murphy, *East River Savings Bank*
Joseph Palamountain, *Skidmore College*
Jacqueline G. Wexler, *Hunter College of The City University of New York*
James H. Young, *State University of New York College at Buffalo*

CORRESPONDING MEMBERS:

John Ferguson, *The Open University, England*
Edwin Kerr, *Council for National Academic Awards, England*
P.F. Vowles, *University of London, England*

PART II

THE REGENTS CREDIT BANK

The Regents Credit Bank is an evaluation and transcript service for individuals who are interested in consolidating their academic records for employment or educational purposes, but do not wish to enroll in an external degree program. The Regents Credit Bank will evaluate the same educational achievements that are recognized toward an external degree; consequently, individuals enrolling in a degree automatically receive the Regents Credit Bank service.

The Regents Credit Bank may be extremely useful to military personnel and recent veterans who want to have their military educational experiences translated into college credits. Individuals who have attended several educational institutions may find it more convenient to consolidate their educational accomplishments on one consistent and cumulative transcript for easy reference for themselves, and for employers or college officials when applying for admission to a college or for employment. Other advantages of the Regents Credit Bank services will become apparent as people use them to meet numerous individual needs. Persons enrolling in a Regents External Degree need not enroll in the Regents Credit Bank and *should not do so.*

All of the following educational experiences will be evaluated, in accordance with the academic standards and policies established by the faculty of the Regents External Degrees.

1. college courses taken in residence or by correspondence from regionally accredited colleges and universities, regardless of the number attended.
2. scores earned on college-level proficiency examinations offered by College-Level Examination Program (CLEP), United States Armed Forces Institute (USAFI) or Defense Activity for Non-Traditional Education Support (DANTES), College Proficiency Examination Program (CPEP), Regents External Degree Program (REDP), the Advanced Placement Examination Program (CEEB), Undergraduate Program Field Tests (UP), and the Graduate Record Examinations (GRE).
3. military service school courses that have received credit recommendations based on an evaluation by the American Council on Education's Office on Educational Credit, formerly the Commission on Accreditation of Service Experience (CASE).
4. credit earned through an individualized Regents External Degree Special Assessment examination.
5. evaluated noncollegiate educational programs.

All individuals interested in the Credit Bank should read the "Approaches to Earning Credit" section of this catalog for specific information concerning the above.

1. **College Courses**

Transcripts – Only official transcripts from regionally accredited colleges and universities will be evaluated by the Regents External Degree registrar. All transcripts from accredited institutions will be accepted for evaluation without regard to the number of institutions attended by the candidate or the date of attendance.

Grading Policies – There is no time limit on completion of a course for it to be recorded for credit on Regents Credit Bank transcripts. Only those grades and courses that the candidate desire to list on his credit bank record will be evaluated. The amount of semester hours of credit recorded for individual courses is determined by the amount of credit that appears on the transcript from the institution at which the courses were completed. Credit hours earned at colleges on a quarter year must be multiplied by two-thirds in order to convert them to semester hours.

2. **Proficiency Examinations**

Transcripts – Only official transcripts from the following college-level testing agencies will be evaluated for the credit bank by the Regents External Degree registrar:

– New York College Proficiency Examination Program
– Regents External Degree Program
– College-Level Examination Program (both single subject and general examinations)
– College Board Advanced Placement Examination Program
– Graduate Record Examination Advanced Tests
– Undergraduate Program Field Tests
– United States Armed Forces Institute (USAFI) or Defense Activity for Non-Traditional Education Support (DANTES)

Grading Policies – There is no time limit for completion of an examination for it to be considered for credit. Discontinued examinations will be evaluated for credit as long as official transcripts are available. Only those grades and examinations that candidates desire to have recorded will be evaluated. A complete listing of the minimum acceptable scores for all of the examinations offered by the recognized testing agencies can be found on page 9 of this catalog.

3. **Military Service School Courses** – Credit may be accumulated in the Regents Credit Bank by completing military service school courses which contain college-level work and which have been evaluated by the Office on Educational Credit (formerly the Commission on Accreditation of Service Experience) of the American Council on Education. The actual credit recommendations provided by the Office on Educational Credit will determine the amount of academic credit to be recorded. For those courses that have been evaluated by the Office on Educational Credit but do not carry credit recommendations, no credit will be recorded on the Regents Credit Bank record.

4. **Special Assessment** – Special Assessment can be used as a means of earning credit to be recorded on a Regents Credit Bank record. The amount and type of credit that may be granted for each assessment will vary according to the learning experience evaluated. A complete description of Special Assessment is provided in the "Approaches to Earning Credit" section of this catalog.

5. **Evaluated Noncollegiate Educational Programs** – Credits can be earned for noncollegiate educational programs sponsored by business, industry, government, labor unions, police academies and other agencies which have been evaluated by the American Council on Education or by the New York State Education Department's *Office of Noncollegiate Sponsored Instruction*, and which carry a recommendation for college credit. A fuller discussion of these programs and a description of how to get further information about them is contained in the "Approaches to Earning Credit" section of this catalog.

Evaluation results will be recorded on an official credit bank transcript of The University of the State of New York. A "student copy" of the official transcript will be forwarded to the Regents Credit Bank member after each evalua-

tion. The transcript will be maintained by the program registrar and forwarded upon request to any institution, agency, or person designated by the Regents Credit Bank member.

How the Regents Credit Bank Works

1. To participate in the Regents Credit Bank, an individual should complete and forward an official Enrollment Form directly to the Regents External Degree Program. A nonrefundable check or money order in the amount of $50 must accompany the enrollment form. Enrollees are entitled to an unlimited number of evaluations and transcripts over a two-year period. The Enrollment Form may be obtained from: Regents Credit Bank, The University of the State of New York, 99 Washington Ave., Albany, N.Y. 12230.

2. After receiving a letter acknowledging receipt of the Enrollment Form, the enrollee should request that each college and testing agency forward official transcripts to the Regents External Degree Registrar. Only official transcripts which come directly from the college or testing agency can be accepted for evaluation. For enrollees who have completed courses and examinations through the United States Armed Forces Institute (USAFI), official transcripts should be obtained from the Defense Activity for Non-Traditional Education Support (DANTES) which has succeeded USAFI, at the following address:

   DANTES (Transcripts)
   2318 South Park Street
   Madison, Wisconsin 53713

3. Military service school training that has been recommended for college-level credit by the American Council on Education's Office on Educational Credit, will be recorded on an official transcript of The University of the State of New York. Service personnel and veterans should review page 18 of this catalog to determine the appropriate official records needed to verify the completion of military service school courses.

4. All transcripts and other official records will be evaluated and credit recommendations will be recorded on the transcript of The University of the State of New York in accordance with the academic standards and policies established by the faculty of the Regents External Degree Program. Only those courses or examinations that the enrollee wishes to appear on the transcript will be recorded and kept on file. A "student copy" of the transcript will be forwarded to the Regents Credit Bank member after each evaluation. In this way, enrollees will know exactly what has been evaluated and how it appears on the official transcript.

5. Enrolled members can request transcripts to be forwarded to an institution, agency or person at any time. Members will receive a "Transcript Request Form" when they enroll to request that a transcript be issued. Each time a "Transcript Request Form" is received, the Registrar will automatically send another "Transcript Request Form" for future use by the enrollee. A notice is mailed to the enrollee when the transcript has been forwarded to the designated individual.

6. Regents Credit Bank members interested in applying for a Special Assessment should contact the Regents External Degree office for information on the process and the necessary application. An explanation of Special Assessment appears in the "Approaches to Earning Credit" section of this catalog.

PART III

THE NEW YORK COLLEGE PROFICIENCY EXAMINATION PROGRAM

The New York College Proficiency Examination Program is a college-level testing program offering single-subject examinations in a wide variety of subject matter fields. The examinations may be taken by anyone to validate knowledge gained outside of the formal college classroom, primarily for the purpose of earning college credit, but also to satisfy teacher certification or Regents External Degree requirements, for job-related reasons or for personal satisfaction. After counsel with college faculty and administrators, the Board of Regents of The University of the State of New York established the College Proficiency Examination Program in 1961 to provide a means for the many people who acquire college-level knowledge and abilities in unconventional ways, to earn college credit for what they know.

The Ford Foundation Fund for the Advancement of Education underwrote the beginnings of the program and, in 1963, the first College Proficiency Examinations were administered to 200 candidates. Since that time the College Proficiency Examination Program and the credit-by-examination concept have grown steadily. New faculty-developed examinations have been added to the program and now College Proficiency Examinations are available in more than thirty college subjects in the arts and sciences, education, criminal justice and nursing. Over 50,000 College Proficiency Examinations have been administered in New York State, and colleges and universities in New York and other states have granted more than 70,000 course credits for satisfactory College Proficiency Examination grades.

The success of the College Proficiency Examination Program in demonstrating that individuals can meet the high academic standards set by professors without formal classroom preparation led, in 1970, to the establishment of the Regents External Degree Program. This program is designed to enable an individual who has knowledge equivalent to that of a college or university degree recipient to earn an undergraduate degree, regardless of how the person has prepared. Regents External Degrees are based on the principles and experiences of the College Proficiency Examination Program, particularly in the reliance on degree requirements and examinations developed by representative college faculty members. Although Regents External Degree Examinations are intended primarily to meet RED requirements, they are generally developed and normed in the same fashion as are College Proficiency Examinations.

College Proficiency Examinations and Regents External Degrees are expanding educational opportunities for the nontraditional learner. Many other

states are exploring the educational and economic benefits of these programs. College Proficiency Examinations and Regents External Degree Examinations are now administered in several states outside of New York and at military installations around the world.

Some of the many people who are helped by College Proficiency Examinations are:

- Individuals who master a subject through self-study, hospital service, industrial training programs, noncollegiate business or trade school courses, educational television courses, correspondence courses, or adult education programs take College Proficiency Examinations to earn credit toward a college degree.
- Nurses and others in allied health fields use the nursing College Proficiency Examinations toward an associate or baccalaureate degree in nursing at traditional college campuses, sometimes earning as much as a year's worth of credit.
- People who have a bachelor's degree but lack some course requirements for a New York State teaching certificate or a New York City teaching license, or teachers who want to be certified in a second subject matter area, are often able to satisfy requirements through College Proficiency Examinations.
- Students enrolled in the Regents External Degree Program take College Proficiency Examinations to meet requirements for associate in arts, associate in science, bachelor of arts, bachelor of science, bachelor of science in business administration, or associate in nursing degrees.
- Members of the armed services, Peace Corps, and other people who learn a language or study college subjects while abroad gain college credit or teacher certification by means of College Proficiency Examinations.
- High school students of above average ability take College Proficiency Examinations to enter college with advanced standing.
- Peace Officers who have prepared themselves for promotions or college degrees through on-the-job-training or inservice or academy courses.

THE EXAMINATIONS

The staff of the College Proficiency Examination Program directs the activities of more than 200 faculty members from New York's colleges and universities, who serve as consultants to The University of the State of New York for examination development. Working in committees, these consultants draw up examination specifications, develop study guides, write examination questions, and rate candidates' answers to those questions. In cooperation with College Proficiency Examination Program testing specialists, the faculty committees help determine the levels of performance needed to achieve satisfactory College Proficiency Examination grades on the basis of data obtained by administering the tests to college students completing comparable courses.

To keep pace with the latest developments in a subject matter area, each College Proficiency Examination is under a continuous process of review and approval by its committee, composed of outstanding college faculty in the appropriate academic discipline. A few examinations are obtained from other testing agencies. In these cases, examinations are adopted by the College Proficiency Examination Program only when their use has been recommended by the faculty committee for that subject.

College Proficiency Examinations are designed to test not only the individual's factual knowledge, but also the ability to use that knowledge effectively. They are reasonably difficult and demanding tests. Most of them cover material studied in comparable one- or two-semester college courses, although some College Proficiency Examinations cover a broader sequence of courses. Most of the tests are undergraduate-level examinations, although a few (Philosophy of Education, Corrective and Remedial Instruction in Reading) are graduate-level tests. Some College Proficiency Examinations measure objectives of introductory level college courses in that subject; others parallel more advanced level undergraduate courses. The examinations vary in format and may include multiple choice, short answer, and essay or problem sections; they are graded on a letter grade (A,B,C,D,F), standard score, or pass-fail basis. An alphabetical listing of College Proficiency Examinations and Regents External Degree Examinations may be found on page 144 and a complete description of the content of each College Proficiency Examination may be found in the "Examination Content Descriptions" section of this catalog. Content descriptions for the Regents External Degree Examinations in business, modern foreign languages and nursing will also be found in that section.

The College Proficiency Examinations in Accounting and Modern Foreign Languages (French, German, Italian, Russian, Spanish) are now offered as Regents External Degree Examinations, effective May 1973. These tests can continue to be used for college credit or teacher certification purposes, as can all Regents External Degree Examinations.

All individuals who believe they know the subject matter may take a College Proficiency Examination – there are no prerequisites. College Proficiency Examinations and Regents External Degree Examinations are given four times a year at testing centers throughout New York State, in several other states and in military installations throughout the world. Examination fees range from $20 to $250, with an average range of $25-$30. It is possible to take up to four examinations during each two-day testing period. Persons desiring information on out-of-state testing may write to the designated addresses on page 133 of this catalog. Since examination fees may not be refundable, candidates should select carefully the examinations for which they register.

No instruction is provided by the College Proficiency Examination Program and no instructional programs of study are endorsed. Detailed examination content descriptions are provided in this catalog for each College Profi-

ciency Examination to serve as a basis for study. Supplementary study aids or suggested reading lists have been developed for most examinations to further assist candidates in preparing for College Proficiency Examinations and are noted at the end of the examination content description for that test.

Upon completion of an examination, the candidate will receive a report of the grade and the amount of credit that has been granted by The University of the State of New York. The candidate may then request that an official transcript of the University be sent to any other institution or agency from which he wishes to seek recognition of his College Proficiency Examination performance.

USE OF COLLEGE PROFICIENCY EXAMINATIONS

Although people take College Proficiency Examinations for many reasons and use them in a variety of ways (e.g., job advancement, employment qualification, salary credits, self-evaluation), they are used primarily to earn college credit, to satisfy requirements for teacher certification or to meet Regents External Degree requirements. The examinations which will be accepted and the grades which must be achieved vary from institution to institution and with the purpose for which the College Proficiency Examination is being used. For this reason candidates should contact the college or agency from which they will seek recognition of their College Proficiency Examination performance *before* taking an examination to be sure that it will be accepted.

Most colleges and universities in New York State, and many in other states, grant course credit or advanced standing for acceptable College Proficiency Examination grades. Each college, or each department within a college, sets its own standards and policies for granting credit on the basis of College Proficiency Examinations. Candidates are advised, therefore, to check with the college they are attending, or hope to attend, *before* taking an examination in order to determine its acceptability.

The University of the State of New York will send an official transcript of the candidate's College Proficiency Examination grades to a college, which can consider it for credit in the same manner as transfer credit from any other institution. Colleges may also request copies of the candidate's answers to the essay or problem section of a College Proficiency Examination for review. In most instances, requirements for credit are satisfied upon successful completion of a College Proficiency Examination. Colleges may, however, require additional proof of competence in written research, laboratory or clinical skills.

Many Regents External Degree requirements can be satisfied by successful completion of College Proficiency Examinations. Requirements for the associate in arts, associate in science, bachelor of arts, and bachelor of science degrees and the General Education components of the bachelor of science in

business administration and the associate in nursing degrees can be met through College Proficiency Examinations. The College Proficiency Examinations which can be used to complete Regents External Degree requirements are listed in the concluding pages of each degree description in this catalog.

Complete information on application procedures, testing fees, grading policies, methods of preparation, and uses of the tests will be found in the following section of this catalog, "The New York College Proficiency Examinations and Regents External Degree Examinations." The various uses of the examinations, such as college credit, teacher certification, and salary credit, are also discussed. This information should be employed as a guide to taking a College Proficiency Examination and using the results.

PART IV

THE NEW YORK COLLEGE PROFICIENCY EXAMINATIONS AND THE REGENTS EXTERNAL DEGREE EXAMINATIONS

GENERAL INFORMATION

APPLICATION PROCEDURE

There are no requirements or prerequisites for taking a College Proficiency Examination or a Regents External Degree Examination. All individuals who believe they are proficient in a field of study for which an examination has been developed may take an examination under these programs. It is assumed that an individual's grasp of a subject will be demonstrated by his performance on the examination itself. A candidate may retake a College Proficiency Examination or a Regents External Degree Examination. There are no age restrictions; individuals in all age brackets have taken proficiency examinations and have done exceptionally well. There are no residence restrictions. (Persons interested in taking these examinations should read this section and the check list on page 141 carefully.)

TEST ADMINISTRATION

New York State

College Proficiency and Regents External Degree Examinations are given four times a year in early February, May, August, and November. Exact testing dates and a list of test locations are included on the application form. The deadline for applications is about five weeks before each testing period. Candidates will receive an admission slip to the examination one or two weeks before the examination date.

Out-of-State

Contractual arrangements now allow candidates to take College Proficiency Examinations and Regents External Degree Examinations in several locations outside New York State. Inquiries about out-of-state testing may

be addressed to the program office in Albany, New York, or to the following test administration centers in the states indicated:

Connecticut: Dr. Bernard Shea, Executive Secretary, Conn. Board for State Academic Awards, 340 Capitol Avenue, Hartford, Conn. 06115
Idaho: Mrs. Eileen K. Merrill, Idaho State Board of Nursing, 2404 Bank Drive, Room 308, Boise, Idaho 83705
Illinois: Dr. Norman Gilbert, Office of Testing Services, Northern Illinois University, DeKalb, Illinois 60115
Oregon: Dr. Paul Wurm, Oregon Division of Continuing Education, 1633 Southwest Park Ave., Box 1491, Portland, Oregon 97207

Application forms, test locations and dates, etc., are available from these testing centers. Generally, questions concerning candidate counseling, examination selection, degree programs, etc. should be addressed to the program office in Albany, New York.

Military

In the military, the examinations are administered to U.S. military personnel on active duty around the world, under the auspices of the appropriate base education officer.

COLLEGE PROFICIENCY AND REGENTS EXTERNAL DEGREE EXAMINATIONS CREDIT

College Proficiency Examinations are designed to test material covered in one or more comparable college courses. They test not only the individual's factual knowledge of the subject matter area, but the ability to use that knowledge effectively. The amount of credit granted for each examination is determined by the content and scope of the examination. The amount of credit The University of the State of New York grants for successful performance on each examination is listed in the appropriate examination description in this catalog.

The Regents External Degree Examinations in business and nursing are designed to test broad areas of competence, rather than knowledge gained through a particular college course(s), and therefore do not carry a specific amount of credit. Colleges may review the content of these examinations in relation to their own course offerings and make a credit determination. The application of credit toward meeting appropriate Regents External Degree requirements is treated earlier in the "Part I – Regents External Degrees" of this catalog.

Colleges are not required to grant the applicant credit in the amount listed in this publication, nor, in fact, is the college limited to this amount should it feel that a person's examination performance deserves additional credit.

Fees

Since examination fees may not be refundable, candidates should select carefully the examinations for which they register.

Testing Fees for College Proficiency Examinations:

- African and Afro-American History ($25)
- American History ($25)
- American Literature: Beginnings to the Civil War ($20)
- American Literature: Civil War to the Present ($20)
- Anatomy and Physiology ($25)
- Applied Music ($20)
- Biology ($25)
- Corrective and Remedial Instruction in Reading ($30)
- Criminal Investigation ($20)
- Diagnosis and Remediation of Reading Problems ($30)
- Earth Science ($25)
- Educational Psychology ($20)
- European History ($25)
- Freshman English ($25)
- Fundamentals of Nursing ($25)
- Health Education I: Personal Health – Physical Aspects ($30)
- Health Education II: Personal Health – Emotional-Social Aspects ($30)
- Health Education III: Public Environmental Health ($30)
- History of American Education ($20)
- Introduction to Criminal Justice ($20)
- Maternal and Child Nursing – Associate ($25)
- Maternal and Child Nursing – Baccalaureate ($30)
- Medical-Surgical (Adult) Nursing ($30)
- Philosophy of Education ($25)
- Psychiatric/Mental Health Nursing ($25)
- Reading Instruction in the Elementary School ($25)
- Shakespeare ($20)

Testing fees for Regents External Degrees and Foreign Language Examinations.*

Business

- Accounting: Level I ($25)
- Finance: Level I ($25)
- Management of Human Resources: Level I ($25)
- Marketing: Level I ($25)
- Operations Management: Level I ($25)
- Accounting: Level II ($50)
- Finance: Level II ($50)
- Management of Human Resources: Level II ($50)
- Marketing: Level II ($50)
- Operations Management: Level II ($50)
- Business Environment and Strategy ($50)
- Accounting: Level III – Area I Business Law and Federal Income Taxation ($50)
- Accounting: Level III – Area II Auditing and Cost Analysis ($50)
- Accounting: Level III – Area III Advanced Theory and Special Problems ($50)
- Finance: Level III ($150)
- Management of Human Resources: Level III ($150)
- Marketing: Level III ($150)
- Operations Management: Level III ($150)

Nursing Care

- Nursing Health Care ($25)
- Commonalities in Nursing Care – Area I ($25)
- Commonalities in Nursing Care – Area II ($25)
- Differences in Nursing Care – Area I ($25)
- Differences in Nursing Care – Area II ($25)
- Differences in Nursing Care – Area III ($25)
- Occupational Strategy ($25)
- Clinical Performance ($250)

Foreign Languages

Complete Battery	$25
Battery A only	$25
Battery B only	$15
Special Assessment	$250

(See "Approaches to Earning Credit" section)

* The Regents External Degree Program administers and scores the Modern Language Association's Foreign Language Proficiency Tests for Teachers and Advanced Students. Examinations are offered in French, German, Italian, Russian, and Spanish.

Applications for both New York College Proficiency Examinations and Regents External Degree Examinations are available from:

College Proficiency Examinations/
Regents External Degrees
New York State Education Department
99 Washington Avenue
Albany, New York 12230

Candidates should be sure to write for a current application form.

GRADING

The evaluation of performance on a College Proficiency Examination (CPE) or a Regents External Degree Examination (REDE) is reported in one of three ways:

I. Pass/Fail Grades
II. Letter Grades
III. Numerical Standard Scores

Regardless of the type of grade used to report performance, the norming population for an examination consists of college students who have completed the college course(s) comparable in content and depth of knowledge to the content of the examination.

I. *Pass/Fail Grades*

Pass/Fail grades are used when the purpose of the examination is to determine basic competence in a subject area; no attempt is made to differentiate among levels of competence.

Examinations which cover subject matter typically taught in a series of college course(s) rather than in a single one- or two-semester course, are graded on a Pass/Fail basis. A grade of Pass on this type of examination indicates that the candidate's performance is better than that of 1/3 to 1/2 of the students in the norming group who have successfully completed the series of college courses.

II. *Letter Grades*

Letter grades are used when the purpose of the examination is to differentiate among levels of successful performance, as well as between passing and failing performances. In general, letter grades are interpreted as indicating the following levels of performance:

A - Superior
B - Above Average
C - Average
D - Below Average
F - Unsatisfactory

Letter grades are usually employed to report performance on examinations which cover content typically taught in a one- or two-semester college course. The letter grade indicates that the candidate's test score was typical of test scores earned by members of the norming population who received the same letter grade in comparable college course(s).

III. A. *Numerical Standard Scores*
(Foreign Language Examination Standard Scores – see III B below)

Numerical standard scores are used when the purpose of the examination is to differentiate among many levels of performance. The norming population consists only of those students who have passed the appropriate college course(s). The lowest reported standard score is 20 and the highest reported standard score is 80. The average standard score for the norming population is 50. *The minimum passing standard score is 45.*

The table below can be used to determine the approximate percent of students in the norming population who received a lower standard score than the standard score

Standard Scores	20	25	30	35	40	45*	50	55	60	65	70	75	80
Percentile Ranks	1	1	2	7	16	31	50	69	84	93	98	99	99.9

* Minimum passing Standard Score

achieved by the examination candidate. This is the only correct way to interpret standard scores. Standard scores do not indicate the number of correctly answered questions, nor the percent of questions answered correctly.

Examples:

1. a standard score of 45 indicates that the candidate's performance was better than that of approximately 31% of the students in the norming population. It does not mean that 45 questions were answered correctly or that 31% of the questions on the examination were answered correctly.

2. a standard score of 57 indicates that the score was better than 69%, but not 84%, of the students in the norming population.

B. *Foreign Language Examination Standard Scores*

Battery A – Language Skills (writing, reading, listening, speaking):

A minimum standard score of 45 on each subtest *AND* a total standard score of 200 or more for the four subtests combined is required for passing.

Battery B – Minimum passing standard scores

Applied Linguistics	- 55
Civilization and Culture	- 55
Professional Preparation	- 60

Grading Policies

Generally, colleges require that a minimum grade of C be attained before proficiency examination credit will be granted. Some colleges require a College Proficiency Examination grade of B before they will grant credit. The Regents External Degree Program requires an overall C average for completion of a degree.

For the candidate who possesses the bachelor's degree and wishes to use his proficiency examination performance in lieu of specific course requirements for a New York State teaching certificate or a New York City teaching license, a grade of C, pass, or minimum passing standard score must be achieved. Further information on teacher certification is presented later in this section.

After candidates have taken a College Proficiency or a Regents External Degree Examination they will be notified of their grade, usually within 90 days of the date of administration. At that time they may request that the grade be sent to colleges, the Regents External Degree office, or other agencies. There is no charge for having grades sent, regardless of the number requested. All grades are confidential. A candidate's College Proficiency or Regents External Degree Examination record will not be released without the written consent of the candidate. If a candidate has requested that the grade results be sent to a college, it is assumed that the individual is willing to have the college inspect the essay (or problem) section of the answer booklet, should the college so request. A college, therefore, may request a copy of a candidate's answer to the essay or problem section of the examination after the candidate has indicated that the college is to be a recipient of his transcripts. A candidate's answer to the essay or problem section of an examination will be kept no longer than 2 years after the grade on that examination is first reported to the candidate. Individual, cumulative, and permanent records of examination grades are maintained.

EXAMINATION FORMAT

College Proficiency Examinations and Regents External Degree Examinations vary in format and may include multiple choice, short answer, essay, and problem questions. Most of the tests are 3 hours in length, although some are longer. The examining times for longer tests are specified in the "Examination Content Descriptions" section. A description of the content of each examination may also be found in "Examination Content Descriptions."

USE OF THE EXAMINATIONS – CREDIT GRANTING POLICIES

College Credit Granting Policies Concerning College Proficiency Examinations and Regents External Degree Examinations

Most colleges and universities in New York State, as well as a growing number out-of-State, recognize College Proficiency Examinations and Regents External Degree Examinations for

credit. *Before taking a College Proficiency or Regents External Degree Examination candidates should check with the college from which they wish to receive credit to determine if the college will grant credit for that examination.* Ninety days after taking the examination candidates will receive their grade(s) and a Transcript Request Form. Candidates who wish to have their grade(s) sent to a college or university may complete the Transcript Request Form specifying the individual at the college to whom the transcript(s) should be sent, and official transcripts will then be issued as directed. Official transcripts will be released only upon written request of the candidate.

Generally, the college's initial determination on granting credit on the basis of a particular proficiency examination is made by the faculty of the appropriate department (e.g., the history department will determine the policy on the use of the College Proficiency Examination in European History). In some cases there is further review by some other authority or faculty committee within the college. Inquiry regarding credit-granting policies should be addressed to either the college's registrar, director of admissions, or the chairman of the appropriate department.

Credit will usually be granted only when the content of the College Proficiency or Regents External Degree Examination matches or parallels the content of the course(s) the college offers in that subject. If the examination does not parallel a course, the college may grant elective credit within the limits of its specific program. Some colleges or academic departments will not grant academic credit for proficiency examination grades, but will award advanced placement or exemption from courses. At some colleges credit-by-examination will be awarded on a provisional basis, until the candidate has completed certain courses at the college. Most colleges establish limitations on the amount of credit which can be earned through proficiency examinations; the college's registrar or director of admissions should be consulted for information on such limitations.

If an individual wishes to transfer from one college to another, credit granted for a proficiency examination may be reevaluated for transfer credit in the same manner as courses taken at the first college.

In most cases credit requirements are satisfied upon satisfactory completion of the examination. However, colleges may request additional proof of competency in the subject matter area. Most knowledge can be tested on a written examination, but in some cases faculty members may want individuals to present evidence that they have the ability to prepare a research paper, or to take a performance test before granting credit. For example, in the sciences and technical areas, a college may well expect the candidate to demonstrate a degree of laboratory skill and experience.

Colleges are encouraged to contact the College Proficiency Examination Program or Regents External Degree offices for further information on the tests or if there are any questions.

New York State Teacher Certification

College Proficiency Examinations and Regents External Degree Examinations may be used to meet certain teacher certification requirements. However, it should be clearly understood that the person who wishes to be certified to teach in New York State must possess the baccalaureate degree from a regionally accredited institution of higher education in order to obtain provisional New York State teacher certification. In addition, a master's degree or 30 hours of appropriate graduate study must have been completed at a regionally accredited college or university, or a college registered by the New York State Education Department, for permanent New York State teacher certification. Requirements for teacher certification depend on the area and level for which the certificate is desired. Individuals intending to use proficiency examinations to meet requirements for New York State teacher certification should always check with the Teacher Certification section of the Division of Teacher Education and Certification before taking the examination, to ascertain that the examination is appropriate and acceptable in their cases.

Proficiency examinations in professional education include Reading Instruction in the Elementary School, Corrective and Remedial Instruction in Reading, Diagnosis and Remediation of Reading Problems, Professional Preparation (foreign languages), Educational Psychology, and the History and Philosophy of Education. For further details on examination content see Part V of this catalog.

The Division of Teacher Education and Certification will accept satisfactory Regents External Degree and College Proficiency Examination grades in lieu of course work to satisfy requirements in general education, in the teaching specialty, such as foreign languages or health education, and in professional education courses. No examination can replace the practice teaching requirement. College Proficiency and Regents External Degree Examinations may also be used by a certified teacher to earn certification in a second teaching area.

Except for only three examinations, CPEs may *not* be substituted for the thirty hours of graduate study beyond the baccalaureate required for permanent certification in New York State. The three exceptions are the latest form of the *Philosophy of Education* CPE (see individual examination descriptions), and the new CPEs in *Corrective and Remedial Instruction in Reading* and in *Diagnosis and Remediation of Reading Problems*. These three examinations carry graduate-level credit recommendations.

For specific information on certification requirements, inquiries should be directed to:

Teacher Certification Section
Division of Teacher Education and Certification
New York State Education Department
Room 1941
99 Washington Avenue
Albany, New York 12230

The State Education Department's Division of Teacher Education and Certification handles all requests for New York State teacher certification and will evaluate the credentials of a college graduate who wishes to become a certified teacher. Persons interested in such evaluations who have received their degrees from an American college or university should request the "Application for Certificate." Individuals who have received their degrees from institutions outside the United States should request "Form F, Application for Certification with Request for Evaluation of Foreign Credentials." Both forms may be obtained from the Division of Teacher Education and Certification or one of its regional centers. A candidate should not request that College Proficiency or Regents External Degree Examination grades be sent to the Teacher Certification Section of the Division of Teacher Education and Certification or one of its regional centers until an application for certification has been PREFILED with the appropriate office.

A New York State Teacher's Certificate may entitle teachers to certification in at least 26 other states under the terms of the Interstate Agreement on Qualification of Educational Personnel. This interstate compact, of which New York is a member, entitles interstate certification to those prepared through a New York State certification. Further information and a list of participating states may be requested from:

Helen Hartle, Director
Interstate Certification Project
99 Washington Avenue, Room 1941
Albany, New York 12230

New York City Teacher Licensure

Some requirements for a New York City teaching license may also be met through College Proficiency and Regents External Degree Examinations in much the same manner that successful performance on these examinations can be used to satisfy New York State teacher certification requirements. A person who is interested in obtaining the New York City teaching license should get specific information regarding appropriate examinations and procedures from:

The Board of Examiners
Board of Education of the City of New York
110 Livingston Street
Brooklyn, New York 11201

Salary Credit for Professional Educators

Some school districts in New York State will grant salary credit to their teaching faculty for the successful completion of College Proficiency and Regents External Degree Examinations in the same manner that salary credits are awarded for completion of college courses. Candidates are urged to check with their local school district personnel office prior to taking an examination to determine if salary credit will be awarded.

New York State Civil Service

The New York State Department of Civil Service will accept College Proficiency Examination or Regents External Degree Examination

credits in lieu of specific course work required for admittance to Civil Service examinations. Candidates wishing to use an examination for this purpose should determine its acceptability by checking with the New York State Department of Civil Service before taking the examination.

Out-of-State Colleges, Departments of Education, and Institutions

Many institutions outside of New York State grant course credit for an acceptable performance on College Proficiency and Regents External Degree Examinations. College Proficiency or Regents External Degree Examination transcripts may be sent to out-of-State colleges or agencies at the candidate's request, and several out-of-State testing centers are now operative (see page 133 for addresses of out-of-State test administration centers).

If a student wishes to transfer to an out-of-State college, proficiency examination credit already granted by a New York State college will probably be treated in the same manner as credit earned for regular college course work.

METHODS OF PREPARATION FOR COLLEGE PROFICIENCY AND REGENTS EXTERNAL DEGREE EXAMINATIONS

College Proficiency and Regents External Degree Examinations are difficult and demanding tests. They are designed to measure not only factual knowledge, but also the ability to use that knowledge effectively. In terms of topics covered and objectives measured, College Proficiency and Regents External Degree Examinations generally parallel courses offered in New York State colleges and universities. Some of the examinations measure knowledge usually covered in more than one college course. It should be remembered that college professors have regular contact with on-campus students and have many opportunities to gain an accurate sense of each student's capabilities. The applicant for credit-by-examination is evaluated only once – through the examination. It is logical, then, that the person seeking credit-by-examination should be prepared to perform above the minimum expected of the on-campus student.

In order to allow for variations in preparation, the questions on each examination will cover a wider range of material than would ordinarily be studied by any candidate. No one, therefore, should expect to be able to answer all the questions.

Most College Proficiency Examinations are 3 hours in length; Regents External Degree Examinations vary in the length of testing time. Sufficient time is allowed for the well-prepared candidate to complete the examination. Of course, one should observe the time indications closely and not delay excessively over any one question. Generally there will not be time to reconstruct or recopy essay or problem answers. Therefore, candidates should think through answers to essay or problem questions carefully before beginning to write. In some cases there may be a choice of questions.

EXAMINATION CONTENT DESCRIPTIONS

Examination content descriptions for College Proficiency and Regents External Degree Examinations may be found in Part V of this catalog. Examination descriptions outline the material covered and the objectives tested, so that individuals may judge whether they have the knowledge expected. The description may be supplemented by study guides (reading lists) available for most tests free of charge from the program office. It provides general guidelines to topics and objectives covered on the test and should be used as the basis for preparing for the examination. Candidates should consider the content areas of the examination description in relation to the objectives of the examination, since emphasis is on the understanding and application of principles rather than the simple recall of factual information.

COLLEGE PROFICIENCY EXAMINATION AND REGENTS EXTERNAL DEGREE EXAMINATION STUDY AIDS

Study aids have been prepared for most College Proficiency and Regents External Degree Examinations by the faculty committees that prepared the tests. They are available upon request at no charge, providing suggested readings which correspond to the objectives and content areas of the examination content description.

They should be used in conjunction with the examination content descriptions to prepare for tests. New York State residents may wish to consult an advisor when choosing examinations (see "Candidate Counseling" section on page 26). Local public librarians are informed about program developments on a regular basis and will be able to assist students in locating and using materials. It should be remembered that the study aids offered by the College Proficiency Examination Program and the Regents External Degree Program are only *suggested* readings. If the books listed are not available, alternative selections may be made. Librarians are well prepared to assist in the selection of study materials and are able to offer alternatives.

As lectures and classroom discussions often provide the classroom student with important background information in addition to the material provided in texts and assigned readings, independent students should be sure that their reading and/or experiences are broad enough to provide full coverage of each subject. Librarians, for example, will be able to advise on the most recently published material or new developments in various fields as reflected in journal articles.

Candidates should note that neither the College Proficiency Examination Program nor the Regents External Degree Program sponsors or endorses any instructional programs or courses of study.

LIBRARIES

Many public libraries and academic libraries have adult service librarians or readers' advisors who are anxious to serve the educational needs of independent learners. They are able to provide expert assistance in the selection of relevant study materials from their sizable collections of print, record, and film resources. Individual libraries that do not have the appropriate reference or study materials available in their general collections can often obtain the resources needed through the New York State Interlibrary Loan Network. In addition, many libraries, in their role as an information center, are a clearinghouse on all types of educational opportunities in the local community. Regents External Degree/College Proficiency Examination Advisors who are also librarians can be particularly helpful to candidates as a general source of information on educational opportunities and as specialists in locating appropriate study materials. (See "Candidate Counseling" section on page 26).

OTHER LEARNING RESOURCES

It may be possible for an interested candidate to make an appointment with an instructor in the appropriate academic area at a local college or university to seek advice in preparing for the College Proficiency Examinations and Regents External Degree Examinations outlined in this catalog. Secondary schoolteachers will often be helpful, for although they do not teach at the college level, they are specialists in their respective fields and will be aware of the better texts, references, and study guides.

Through their evening extension divisions or schools of continuing education, many higher institutions offer both on- and off-campus a wide variety of credit and noncredit courses during late afternoons, evenings, and weekends. Proficiency examinations provide a means for validating work done in these courses. Each institution will supply information on its offerings and many also provide counseling service.

Some public schools offer adult education courses appropriate for College Proficiency Examination or Regents External Degree Examination preparation. Information on these courses may be obtained from the local superintendent of schools or director of adult education. Television stations may present offerings in subject matter areas covered by examinations. Information on program schedules should be obtained from local stations.

Bookstores provide a variety of study materials, including economical paperback editions of many suggested readings. If they do not have a desired publication, they will usually order it.

REVIEW CHECKLIST OF STEPS IN TAKING COLLEGE PROFICIENCY OR REGENTS EXTERNAL DEGREE EXAMINATIONS

(HOW TO PROCEED)

Individuals planning to take College Proficiency or Regents External Degree Examinations should follow the procedures listed below. They are designed to help you select appropriate examinations, plan your testing schedule, and obtain appropriate study materials.

1. *Examination Selection*:
   After reviewing the information provided in Parts III and IV of this catalog, scan the listing of available examinations on page 144 to determine which examination(s) may be of interest to you. Content descriptions for all College Proficiency and Regents External Degree Examinations are provided in Part V of the catalog. Carefully read the appropriate examination content description(s) to familiarize yourself with the content to be covered on the examination(s). The content descriptions will help you determine whether a particular examination is suited to your needs.
2. *Checking Examination Appropriateness*:
   You should ascertain whether the examination you plan to take will be appropriate for your goals. If you intend to apply the examination toward a Regents External Degree, check degree requirements carefully to see that the examination will satisfy some of them. If you intend to apply the examination credits toward a degree program at a college or toward career advancement, teacher certification, salary credits, etc., check with the school, employer, or agency from whom you wish to receive credit to determine whether the examination credits will be appropriate and acceptable.
3. *Preparation*:
   If a supplementary study guide is available for the examination you have selected, write to either the Regents External Degree or College Proficiency Examination office to obtain the appropriate study guide. Study guides, prepared for almost all of the examinations, are available free of charge. These guides are usually in the form of suggested reading lists, and they should be used in conjunction with the examination content descriptions. The content description will indicate the areas to be covered on the examination, and the study guide will help you to select appropriate reading material. They are kept current, so be sure

to write for guides applicable for the particular test administration at which you plan to take the test(s).

4. *Application*:
Obtain and complete a current test application form and send it, together with the correct testing application fee, to the College Proficiency Examination Program.

Be sure to plan your testing schedule carefully to avoid conflicts, and submit your application well before the test application deadline. (This will still allow you enough time to meet the deadline if your application was initially completed incorrectly.) CPE's are administered four times a year, at the end of the first full week of February, May, August, and November. Test application deadlines are approximately five weeks before the testing dates. Choose your testing dates and locations carefully, since failure to appear for examinations when you are scheduled may result in the forfeiture of testing fees.

Note to Regents External Degree candidates: although you are notified of testing dates, applications are not sent to you routinely because not all RED students need or choose to take CPEs or RED examinations at each administration. It is your responsibility to request current application forms and to meet application deadlines.

5. *Notification of Receipt of Application*:
About one week prior to the examination date you will be sent an admission slip for each examination for which you have applied; you will not otherwise be notified that your application has been received. The admission slip will indicate the title of the examination, the exact time of the examination, and the complete address of the testing center where you will take the examination. If you haven't received notice two days before your scheduled testing date, telephone the program office.

6. *Admission to the Examination*:
Keep each admission slip, and take it to the examination center when you go to take the test.

7. *Grade Reports*:
Your grades will be sent to you within 90 days after the examination (please do not ask for grades until 90 days have elapsed). Whenever possible, grades are released sooner.

8. *Transcript Requests*:
When you receive your grades, you will also receive an Examination Transcript Request Form. If you have enrolled in a Regents External Degree program and you wish to have your grade(s) recorded on your RED transcript, complete the Transcript Request Form, directing that a grade report be sent to the RED registrar. If you wish to have your grades sent to a college, employer, teacher certification agency, or

other bureau, complete the Transcript Request Form accordingly. Completed Transcript Request Forms or letters containing necessary information (specify), should be mailed to:

Office of Independent Study Assessment and Testing
Room 1924, State Education Department
99 Washington Avenue
Albany, New York 12230

9. *Credit Action Form*:

A "Credit Action" form will be sent to you when your transcript is forwarded to the institution you have designated. After the institution has notified you of the action it has taken on your request for credit, complete the "Credit Action" form and return it to the Office of Independent Study Program Development, State Education Department, 99 Washington Avenue, Albany, New York 12230.

The Program Development staff is available at any time to assist you and to provide institutions with any further information, grade clarifications, etc., that might assist them to decide upon your requests for credit action.

PART V

EXAMINATION CONTENT DESCRIPTIONS

Alphabetical Listing of Examinations	PAGE
Accounting (Level I)	177
Accounting (Level II)	178
Accounting (Level III)	179
Adult Nursing (Medical-Surgical Nursing)	228
African and Afro-American History	146
American History	149
American Literature (Beginnings to Civil War)	150
American Literature (Civil War to Present)	152
Anatomy and Physiology	154
Applied Music	160
Biology	162
Business Environment and Strategy	195
Commonalities in Nursing Care (Area I)	237
Commonalities in Nursing Care (Area II)	240
Corrective and Remedial Instruction in Reading (Graduate Level)	206
Criminal Investigation	175
Diagnosis and Remediation of Reading Problems (Graduate Level)	208
Differences in Nursing Care (Area I)	242
Differences in Nursing Care (Area II)	244
Differences in Nursing Care (Area III)	245
Earth Science	166
Educational Psychology	197
English (see Freshman English)	
European History	167
Finance (Level I)	180
Finance (Level II)	181
Finance (Level III)	183
Foreign Languages	209
French (see Foreign Languages)	
Freshman English	170

Fundamentals of Nursing 220
German (see Foreign Languages)
Health Education I: Personal Health–Physical Aspects 214
Health Education II: Personal Health–Emotional Social Aspects. 216
Health Education III: Public–Environmental Health. 217

History of American Education 199
Introduction to Criminal Justice 174
Italian (see Foreign Languages)
Management of Human Resources (Level I) 185
Management of Human Resources (Level II). 186

Management of Human Resources (Level III) 187
Marketing (Level I) 188
Marketing (Level II) 189
Marketing (Level III) 190
Maternal and Child Nursing (associate degree level). 221

Maternal and Child Nursing (baccalaureate degree level). 224
Medical-Surgical Nursing (Adult Nursing) 227
Music (see Applied Music)
Nursing Clinical Performance 248
Nursing Health Care 235

Occupational Strategy (Nursing) 247
Operations Management (Level I). 191
Operations Management (Level II) 193
Operations Management (Level III). 194
Philosophy of Education (Graduate Level) 200

Professional Preparation (Teaching Methods) – Foreign Language 202
Psychiatric–Mental Health Nursing 230
Reading Instruction in the Elementary School 204
Russian (see Foreign Languages)
Shakespeare 172
Spanish (see Foreign Languages)

A listing of examinations grouped by subject matter is given in the Table of Contents.

ARTS AND SCIENCES

College Proficiency Examinations in the arts and sciences are generally applied towards undergraduate college credit, but may also be used to satisfy certain teacher certification requirements and Regents External Degree requirements. These examinations are usually on the introductory college level, and as the descriptions illustrate, they are quite comprehensive in scope.

Individuals should check CPE credit granting policies with specific institutions of higher learning before taking College Proficiency Examinations.

Turn to Last Page of this Catalog to Order
College Proficiency and
Regents External Degree
Study Guides

AFRICAN AND AFRO-AMERICAN HISTORY

Credits: Part I – 3
Part II – 3

The College Proficiency Examination in African and Afro-American History is designed to measure knowledge equivalent to that attained in a 1-year introductory course in this field. The examination is divided into two parts: Part I – African History; Part II – Afro-American History.

OBJECTIVES

Candidates will be expected to have a comprehensive knowledge of historical facts and events of African and Afro-American history. Furthermore, they should be able to examine these details in context, taking into account causes, results, and historical significance. Candidates are also expected to know how to use and interpret maps and other graphic materials, and should be prepared to demonstrate a knowledge and understanding of each of the following content areas:

CONTENT

Part I

African History

For each appropriate area, consideration will be given to the geographical and climatic features, civilizations, political structures, and cultures.

I. Archeological Findings
- A. Olduvai Gorge, Tanzania
- B. Early Man
- C. Stone Age Man on the Continent
- D. Monomotapa
- E. Stone Monoliths
- F. Rock Paintings

II. Early Civilizations
- A. Sahara Desert Region
- B. Eastern Sudan Region
  1. Kush
  2. Egypt
  3. Axum

4. Ethiopia
C. Western Sudan
1. Ghana
2. Kanem-Bornu
D. Kongo Region
E. Southern Region
1. Monomotapa
2. Azania

III. Medieval Civilizations
A. Mali
B. Songhai
C. Centers of Culture
1. Timbuktu
2. Jenne
D. Monomotapa

IV. Destruction of African Kingdoms
A. European Contacts
B. Emergence of City-States
C. Zulu Wars
D. Movement of Luba People, etc.
E. Ashanti-Yoruba Wars

V. European Contacts and Conflicts
A. Initial Trade and Cultural Exchange
B. African Religious and Military Invasions of Southern Europe
C. Eclipse of the African and European Renaissance
D. European Religious and Military Invasions of Africa
E. Africa as Main Source of Free Labor Supply to the New World

VI. Arab Contacts and Conflicts
A. Initial Trade and Culture Contacts
B. Moslem Invasions of Africa
C. The Impact of Islam
D. Africa as Main Source of Free Labor Supply to the Moslem World

VII. Colonization and Resistance
A. Berlin Conference of 1884
B. British Colonies
C. French Colonies
D. Portuguese Colonies
E. Belgian Colony
F. Italian Colonies

VIII. Nationalistic Trends and Pan-Africanism
A. Influence of New World African Descendants
B. Five Pan-African Congresses

IX. Re-Africanization
A. Decolonization
B. Reclamation of Traditional African Culture and Values
C. Nation Building

Part II

Afro-American History

I. Enslavement (15th to 19th century)
A. Initiation of European slave trade to the Americas
B. Slave routes and treatment of slaves in transit
C. Forms of enslavement
1. South America
2. Caribbean
3. North America
a. northern
b. southern
D. Impact of enslavement on the culture of the Afro-American
1. Negation of African background
2. Effect of organized religion
3. Slave codes
4. The process of dehumanization

II. Resistance to Enslavement
A. Haiti
B. Slave revolts in the Americas
C. Black abolitionists
D. Colonization movements

III. Role and Status in Colonial and Early United States Life
A. The Revolutionary War
B. Effects of the decisions of the Constitutional Convention
C. The War of 1812

IV. The Civil War and Reconstruction
A. The role of the Afro-American in the Civil War
B. Emancipation (and the 13th, 14th, and 15th amendments)
C. Freedman's Act
D. Participation in the legislative process
E. Black Codes
F. Political and economic repression

V. The Beginnings of Black Nationalism
A. Early "back to Africa" movements
B. Martin R. Delany

C. William E. DuBois and William M. Trotter
D. Marcus Garvey
E. Black Muslims

VI. Protest and Accommodation
A. Frederick Douglass
B. Booker T. Washington
C. Niagara Movement (NAACP)
D. Urban League
E. Martin Luther King (and the SCLC)
F. SNCC
G. CORE

VII. Art, Music, Literature, and Dance
A. Art (forms and artists)
1. Henry O. Tanner
2. Richard Barthe, etc.
B. Music (forms and artists)
1. William C. Handy
2. William G. Still
3. Samuel Coleridge-Taylor
4. Paul Robeson, etc.

C. Literature
1. Gustavus Vassa
2. Prince Hall
3. David Walker
4. Charles W. Chestnutt – Paul L. Dunbar
5. Claude McKay – J. Langston Hughes (Harlem Renaissance)
6. Richard Wright
7. Baldwin – Jones – Brooks – Ellison (the new generation of black writers)

VIII. Science and Invention
A. Slave inventions
B. 18th century (e.g., Banneker, Temple)
C. 19th century (e.g., Matzeliger, Rillieux)
D. 20th century (e.g., Morgan, Carver, Drew, Williams)

IX. Self-Determination
A. Malcolm X
B. Urban disorders
C. Redirection of SNCC – Stokely Carmichael
D. Black Panthers
E. Pan-Africanism (1960-70)

SUGGESTED STUDY AID

A bibliography of suggested readings may be ordered free from:

College Proficiency Examination Program – Study Guides
New York State Education Department
99 Washington Avenue
Albany, New York 12230

CPE COMMITTEE IN AFRICAN AND AFRO-AMERICAN HISTORY

Roscoe Brown, *New York University*
Jerome Dukes, *State University of New York at Albany*
Edwina Johnson, *Fordham University*
Josephine B. Jones, *Hostos Community College*
Maina Kagombe, *Hunter College of The City University of New York*
James Miller, *Trinity College*

AMERICAN HISTORY

Credits: 6

The College Proficiency Examination in American History is designed to test achievement equivalent to that attained in a one-year (two-semester) introductory college course in American History.

OBJECTIVES

The candidates will be expected to have a comprehensive knowledge of historical facts and events. Furthermore, they should be able to examine these historical details in their contexts, taking into account causes, results, and historical significance. They will be expected to know how (a) to read historical material analytically and critically, (b) to weigh historical evidence and interpretations, and (c) to arrive at conclusions on the basis of facts. Each candidate will be expected to have a knowledge of historians and their interpretations of American History. It is expected that candidates know how to use and interpret documents and maps and other graphic materials.

CONTENT

Candidates will be expected to have more than a textbook knowledge of many of the topics covered by the examination, and should be able to deal intensively with some of them. Knowledge gained from general historical works, special studies, and biographies may be utilized in answering essay questions.

Certain important topics, not restricted to a single historical period, are listed below. It is not expected that every candidate will have covered all of them, but each should have covered enough and in sufficient depth to demonstrate a coherent understanding of American History.

I. America and Europe: transplantation of institutions and ideas; diplomatic and economic ties
II. Population shifts: the westward movement, significance of the various frontiers, territorial expansion, land policy, immigration, urbanization
III. Making of American nationalism: constitutionalism, economic developments, wars and diplomacy, the Supreme Court, national heroes, literature and the arts
IV. Divisive ideas and interests in American History: sections, classes, States' rights, minorities
V. Development of political ideas: the European heritage, colonial contributions, federalism, the Constitution, the "conservative" versus the "liberal" tradition
VI. The political party system: origins, contests, evolution, minority parties
VII. Business enterprise in America: types and methods of organization in commerce, industry, and finance; achievements; business cycles; technology
VIII. American labor systems and organizations; indentured servitude, slavery, wage labor, contract labor, unions, legislation
IX. American agriculture: the shift from subsistence to commercial agriculture, agrarianism, mechanization, subsidies, legislation
X. Government and the American economy: regulation, protection, promotion
XI. America's reform movements: roots, varieties, methods, achievements
XII. America as a world power: 19th-century background, imperialism, the quest for security
XIII. Wars and their impact on the United States: causes, conduct, consequences
XIV. Leadership in America: political, economic, intellectual, religious, educational, military

SUGGESTED STUDY AID

A bibliography of recommended readings may be ordered from:

College Proficiency Examination Program – Study Guides
New York State Education Department
99 Washington Avenue
Albany, New York 12230

CPE COMMITTEE IN AMERICAN HISTORY

Selig Adler, *State University of New York at Buffalo*
Ralph A. Brown, *State University College at Cortland*
David M. Ellis, *Hamilton College*
Joseph Grande, *D'Youville College*
Manfred Jonas, *Union College*

AMERICAN LITERATURE: THE BEGINNINGS TO THE CIVIL WAR Credits: 3

The College Proficiency Examination in American Literature: The Beginnings to the Civil War is designed to test the level of proficiency attained in the study of the literary expression of the American people from the beginning of the 18th century to the first half of the 19th century. The examination assumes preparation equivalent to that of students taking an appropriate one-semester survey course in American literature. The examination is a combination of multiple-choice and essay questions. Essay questions will focus closely on works of major authors.

OBJECTIVES

The candidate will be expected to demonstrate a certain amount of factual information, but *analytical* and *interpretative* abilities are of greater importance, and are given primary emphasis on the examination.

A. Factual Information
   1. Details of a given work including identification of well-known or crucial passages, characters, situations, plots, literary allusions, central themes.
   2. Historical and biographical facts.
   3. Terms such as transcendentalism, imagism, puritanism, veritism, which are particularly important in discussion of American writing, and such common terms as realism, romanticism, and naturalism as they apply to American literary history.
   4. General details of prosody.

B. Analytical and Interpretative Abilities
   1. The content or technique of a single work and the relation of any significant part in a work to other significant parts.
   2. The content or technique of one work in relation to others by the same author, including the subtler elements of form and substance which can best be revealed by comparison of several works by the same author. For example: matters of prosody, metaphor, symbol, irony; changes in belief; shifts from simple structure in one novel to complex or confused structure in another; and the recurrence of characters or themes.
   3. Relationships among authors, works, and events which together constitute a literary period.

4. Relationships of authors and works of one period to those of another, including such matters as significant similarities and contrasts, influences on form or content, the development of themes or of a literary style, the continuing concern or the sudden lack of concern with social, economic, religious, ethical, or other problems.

C. Critical Judgment

The candidate should be able to make and defend critical judgments about works he has read.

CONTENT

Preparatory Reading

All works are required. There will be more emphasis on the major authors (I) than on the minor authors (II). Study should not be limited to the selection of works listed. No specific questions will be asked on works not listed, but the wider the reading in an author's works, the better the candidate's understanding is likely to be.

I. Major authors

A. EDGAR ALLAN POE

Stories: "Ligeia," "The Fall of the House of Usher," "The Black Cat," "The Man of the Crowd," "The Purloined Letter"

Poems: "To Helen," "Israfel," "The City in the Sea," "The Raven," "Annabel Lee," "Dreamland"

Essays: "The Philosophy of Composition," "The Poetic Principle," Review of Hawthorne's *Twice Told Tales* (1842)

B. RALPH WALDO EMERSON

Poems: "Days," "Brahma," "Hamatreya," "Each and All," "Concord Hymn," "The Problem," "Give All to Love," "Ode Inscribed to W. H. Channing," "Boston Hymn"

Essays: "The American Scholar," "Self-Reliance," "The Poet"

C. HENRY DAVID THOREAU

Walden

D. NATHANIEL HAWTHORNE

The Scarlet Letter

Stories: "Young Goodman Brown," "Rappaccini's Daughter," "My Kinsman Major Molineux," "Ethan Brand," "The Minister's Black Veil"

E. HERMAN MELVILLE

Moby Dick

II. Minor authors

A. ANNE BRADSTREET

Poems: "The Prologue," "To My Dear and Loving Husband," "A Letter to Her Husband," "The Author to Her Book"

B. EDWARD TAYLOR

Poems: "Huswifery," "Upon a Spider Catching a Fly," "The Joy of Church Fellowship Rightly Attended," "The Glory of and Grace in the Church Set Out"

C. BENJAMIN FRANKLIN

Autobiography

D. THOMAS PAINE

The Crisis (Papers I and 13)

E. WILLIAM CULLEN BRYANT

Poems: "Thanatopsis," "To a Waterfowl," "Inscription for the Entrance to a Wood," "To a Fringed Gentian," "A Forest Hymn"

F. JAMES FENIMORE COOPER

The Pioneers

G. WASHINGTON IRVING

From *The Sketchbook*: "Rip Van Winkle," "The Legend of Sleepy Hollow," "The Author's Account of Himself"

H. HENRY WADSWORTH LONGFELLOW

Poems: "Divina Commedia" (sonnets I to VI), "The Tide Rises, The Tide Falls," "The Jewish Cemetery at Newport," "Shakespeare," "Serenade," "The Cross of Snow," "Jugurtha," "My Lost Youth," "The Wreck of the Hesperus"

I. JOHN GREENLEAF WHITTIER

Poems: "Telling the Bees," "Ichabod," "Skip-

per Ireson's Ride," "Massachusetts to Virginia," "Laus Deo"

J. OLIVER WENDELL HOLMES
Poems: "Old Ironsides," "The Deacon's Masterpiece," "The Chambered Nautilus," "My Aunt"

K. JAMES RUSSELL LOWELL
Poems: from *A Fable for Critics*, sections on Emerson, Bryant, Cooper, Poe, Holmes, and Lowell, "The Present Crisis"

SUGGESTED STUDY AID

A study guide may be ordered free from:

College Proficiency Examination Program – Study Guides
New York State Education Department
99 Washington Avenue
Albany, New York 12230

CPE COMMITTEE IN AMERICAN LITERATURE

Johannes Bergmann, *State University of New York at Albany*
Joseph Sandman, *Canisius College*
Jane Saunders, *Orange County Community College*
Joseph Slater, *Colgate University*

AMERICAN LITERATURE: THE CIVIL WAR TO THE PRESENT

Credits: 3

The College Proficiency Examination in American Literature: The Civil War to the Present is designed to test the level of proficiency attained in the study of the literary expression of the American people from the latter half of the 19th century to the present day. The examination assumes preparation equivalent to that of students taking an appropriate one-semester survey course in American literature. The examination is a combination of multiple choice and essay questions. Essay questions will focus closely on works of major authors.

OBJECTIVES

Candidates will be expected to demonstrate a certain amount of factual information, but *analytical* and *interpretative* abilities are of greater importance, and are given primary emphasis on the examination.

A. Factual Information
1. Details of a given work including identification of well-known or crucial passages, characters, situations, plots, literary allusions, central themes.
2. Historical and biographical facts.
3. Terms such as transcendentalism, imagism, puritanism, veritism, which are particularly important in discussion of American writing, and such common terms as realism, romanticism, and naturalism as they apply to American literary history.

4. General details of prosody.

B. Analytical and Interpretative Abilities

1. The content or technique of a single work and the relation of any significant part in a work to other significant parts.
2. The content or technique of one work in relation to others by the same author, including the subtler elements of form and substance which can best be revealed by comparison of several works by the same author. For example: matters of prosody, metaphor, symbol, irony; changes in belief; shifts from simple structure in one novel to complex or confused structure in another; and the recurrence of characters or themes.
3. Relationships among authors, works, and events which together constitute a literary period.
4. Relationships of authors and works of one period to those of another, including such matters as significant similarities and contrasts, influences on form or content, the development of themes or of a literary style, the continuing concern or the sudden lack of concern with social, economic, religious, ethical, or other problems.

C. Critical Judgment

Candidates should be able to make and defend critical judgments about works they have read.

CONTENT

Preparatory Reading

All works are required. There will be more emphasis on the major authors (I) than on the minor authors (II). Study should not be limited to the selection of works listed. No specific questions will be asked on works not listed, but the wider the reading in an author's works, the better the candidate's understanding is likely to be.

I. Major authors

A. SAMUEL L. CLEMENS (MARK TWAIN)
Adventures of Huckleberry Finn

B. EMILY DICKINSON

Poems: "Success is counted sweetest," "These are the days when birds come back," "I taste a liquor never brewed," "There's a certain Slant of light," "Of bronze – and blaze," "The Soul selects her own Society," "This was a poet – it is that," "I died for beauty – but was scarce," "I heard a fly buzz – when I died," "I like to see it lap the miles," "I cannot live with you," "Essential Oils are wrung," "Because I could not stop for Death," "A narrow Fellow in the grass," "Further in summer than the birds," "Tell all the truth but tell it slant," "A route of evanescence," "My life closed twice"

C. HENRY JAMES
The American, "The Jolly Corner"

D. WALT WHITMAN

Preface to *Leaves of Grass* (1855 edition), and Poems: "Song of Myself," "Drum Taps," "Crossing Brooklyn Ferry," "When Lilacs Last in the Dooryard Bloom'd," "Out of the Cradle Endlessly Rocking"

E. WILLIAM FAULKNER
The Sound and the Fury, "The Bear" from *Go Down, Moses* (1942)

II. Minor authors

FICTION

A. KATE CHOPIN
The Awakening

B. ERNEST HEMINGWAY
The Sun Also Rises, "The Snows of Kilimanjaro," "Three Day Blow," "Big Two-Hearted River," "A Clean Well-Lighted Place"

C. RICHARD WRIGHT
Native Son

D. RALPH ELLISON
Invisible Man

E. VLADIMIR NABOKOV
Lolita

F. SAUL BELLOW
Seize the Day

POETRY AND DRAMA

A. EDWIN ARLINGTON ROBINSON
Poems: "Eros Turannos," "Mr. Flood's Party," "Luke Havergal," "Miniver Cheevy," "Richard Cory"

B. ROBERT FROST
Poems: "Design," "Provide, Provide," "Stopping by Woods on a Snowy Evening," "The Death of the Hired Man," "Home Burial," "Mending Wall," "Birches," "Departmental," "Fire and Ice"

C. T. S. ELIOT
Poems: "The Love Song of J. Alfred Prufrock," *The Waste Land*

D. EUGENE O'NEILL
Drama: *The Hairy Ape, A Long Day's Journey Into Night*

E. THEODORE ROETHKE
Poems: "Open House," "Cuttings (later)," "My Papa's Waltz"

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ANATOMY AND PHYSIOLOGY

Credits: 6

OBJECTIVES

The examination is designed to measure the candidate's knowledge of the principles of Anatomy and Physiology. The content of the examination is comparable in scope and degree of sophistication to the contents of a two-semester, introductory-level college course. The overall approach is broad and dynamic as it integrates structure and function of body cells, tissues, organs and systems. The examination tests for knowledge of anatomical terminology, facts, and the understanding of basic concepts and fundamental principles of physiology.

CONTENT

I. Body as a Whole
  A. Basic anatomical terminology
    1. Cavities – e.g., thoracic, abdominal, dorsal
    2. Regions
      a. Anatomical position and terms – e.g., dorsal, ventral, anterior, posterior, superior, inferior, cervical, caudal, somatic and visceral
      b. Anatomical planes – e.g., sagittal, midsagittal, coronal (frontal), transverse
  B. General organization of body
    1. Cell structure and function as revealed by electron microscopy
      a. Cell membrane, endoplasmic reticu-

lum, ribosomes, mitochondria, vacuoles, lysosomes, centrioles, golgi apparatus, nuclear membrane, nucleus and chromosomes
   b. Nucleic acids – DNA, RNA, nucleotides
2. Fundamental body tissues – structure and function
   a. Epithelial tissue
      (1) Simple – endothelium, mesothelium
      (2) Stratified – transitional, plain, ciliated
      (3) Modified epithelial – neuroepithelial, goblet cells
   b. Connective tissue – loose, adipose, elastic, fibrous, cartilage (hyaline, elastic, hyaline), bone or osseous tissue (spongy or cancellous and compact), blood
   c. Muscle tissue
      (1) Skeletal (striated, voluntary)
      (2) Smooth (non-striated, visceral, involuntary)
      (3) Cardiac
   d. Nerve tissue
      (1) Cells (neurons, neuroglia)
      (2) Nerves
3. Organs
   a. Definition
   b. Examples
   c. Composition and general function
4. Membranes and glands
   a. Unicellular glands – e.g., goblet
   b. Multicellular glands – e.g., simple, compound, tubular, tubuloalveolar, alveolar
   c. Membranes – serous, synovial, mucous, cutaneous
5. Systems
   a. Definition
   b. Examples
   c. Composition and general function

C. Maintenance of stable internal environment
1. Movement of materials into and out of cell
   a. Osmosis – osmotic pressure (isotonic, hypertonic, hypotonic)
   b. Filtration
   c. Diffusion
   d. Active transport
   e. Pinocytosis and phagocytosis
2. Homeostasis – negative feedback

II. Integumentary System – structure and function
A. Integument
1. Epidermis – stratum corneum, stratum lucidum, stratum granulosum, stratum germinativum
2. Dermis (corium)
   a. Papillary layer with nutritive papillae and tactile corpuscles
   b. Reticular layer – fibrous and elastic tissue, sweat glands, adipose tissue

B. Skin derivatives
1. Nails and hair
2. Glands – sebaceous, sudoriferous, ceruminous

III. The Moving Body
A. Supporting tissue
1. Anatomy
   a. Microscopic anatomy
      (1) Bone (osseous tissue) – e.g., periosteum, Sharpy's fibers, haversion system (lacunae, canaliculi, haversion canal, lamellae), Volkmann's canals, interstitial lamellae, endosteum, bone marrow (yellow and red)
      (2) Cartilage – groups of cells in intercellular matrix, perichondrium, chondrogenic layer
   b. Gross anatomy
      (1) Bone
         (a) Types – long, short, flat, irregular, sesamoid
         (b) Markings (processes) – elevations (e.g., ridge or crest, tubercle, tuberosity, malleolus, trochanter, spine, head, condyles), depressions (e.g., pit or fovea, fossa, groove or sulcus), openings (e.g., foramen, canal or meatus, fissure)
      (2) Cartilage – hyaline, white fibrous, elastic
2. Development and growth
   a. Intramembranous ossification
   b. Intracartilaginous or endochondral ossification
   c. Hormonal influences – e.g., somatotropin (STH), thyroxin, adrenocortical hormones, parathyroid hormone, estrogen, testosterone
   d. Other chemical influences – vitamins and minerals

B. Skeletal system
1. Divisions
   a. Axial – head (skull), hyoid, vertebrae, sternum, ribs
   b. Appendicular (girdles and extremities)
      (1) Upper limb – pectoral girdle (clavicles, scapulae), humerus, radius, ulna, carpals, metacarpals, phalanges
      (2) Lower limb – pelvic girdle – (hip bones) pelvis, femur, fibula, tibia, tarsals, metatarsals, phalanges
2. Articulations
   a. Types
      (1) Synarthrosis – e.g., sutures

3

(2) Diarthrosis – gliding, hinge joint (ginglymus), condyloid joint, saddle joint, pivot joint, ball and socket joint
(3) Amphiarthrosis – e.g., symphysis
b. Movements – gliding, angular (flexion, extension, adduction, abduction), rotation

C. Muscle tissue
1. Types and characteristics
a. Skeletal (striated, voluntary)
b. Smooth (non-striated, involuntary)
c. Cardiac
2. Microscopic anatomy and ultrastructure of skeletal muscle – e.g., sarcolemma, sarcoplasm, myofibril, myofilament, A band, I band, Z band, sarcoplasmic reticulum

D. Muscular system
1. Gross anatomy
a. Attachments – origins, insertions (e.g., by tendons and aponeuroses)
b. Levers – first class, second class, third class (fulcrum, effort, resistance)
2. Physiology of muscle contraction
a. Electrical and mechanical aspects – e.g., stimuli (minimal, subminimal, summation of stimuli), latent period, period of contraction, relaxation, all or none law, absolute refractory period, tonus
b. Chemical and thermal aspects – e.g., actin, myosin, "sliding filament theory," ATP involvement, heat formation, oxygen debt
3. Types of contractions – e.g., isotonic, isometric, tetanic, treppe effect, summation
a. Motor unit – myoneural junction (motor end plate), excitation – contraction, coupling
b. Energy source – glycogen
4. Location and function of major muscles (Most books will indicate with asterisk or some other way those muscles to be emphasized for first-level learning.)

IV. Integration and Control
A. Nervous system
1. Cell types
a. Neuron – cell body, dendrites, axon, neurofibrils, myelin sheath, neurilemma, nodes of Ranvier

(1) Classification
(a) Structure – unipolar, bipolar, multipolar
(b) Functions – afferent (sensory), efferent (motor or secretory), association, internuncial or central
(2) Reflex arc
b. Neuroglia
(1) Types – astrocytes, oligodendrocytes, microglia
(2) Function
2. Synapse – facilitation, inhibition, convergence, divergence, fatigue, neurotransmitters
3. Nerve impulse – membrane theory of excitation, energy production, specificity of receptors, adaptation
4. Development and growth
a. Ectoderm – neural (medullary) plate, neural tube (brain and spinal cord)
b. Brain – forebrain, midbrain, hindbrain
5. Divisions
a. Central nervous system – brain and spinal cord
(1) Brain
(a) Forebrain (prosencephalon) – telencephalon (ventricles, cerebral cortex, basal nuclei, rhinencephalon), diencephalon (epithalamus, thalamus, metathalamus, hypothalamus)
(b) Midbrain (mesencephalon) – cerebral peduncles, copora quadrigemina
(c) Hindbrain (rhombencephalon), metencephalon (cerebellum, pons), myelencephalon (medulla oblongata)
(2) Spinal cord – gray and white matter, transverse commissures, central canal, meninges
(a) Ascending tracts (sensory) – e.g., posterior columns, spinothalamic pathways, spinocerebellar pathways
(b) Descending tracts (motor) – e.g., pyramidal pathways (corticospinal), extrapyramidal pathways (vestibulospinal, rubrospinal, tectospinal, olivospinal, etc.)
b. Peripheral nervous system
(1) Cranial nerves (12 pairs) – name, number, type, function
(2) Spinal nerves
(a) Thirty-one pairs (8 cervical, 12 thoracic, 5 lumbar, 5 sacral, 1 coccygeal), dorsal root, ventral root, gray rami, white rami
(b) Plexi-cervical, brachial, lumbar, sacral
c. Autonomic nervous system (visceral efferent system)
(1) Sympathetic division (thoracolumbar)
(2) Parasympathetic division (craniosacral)

(3) Anatomical and functional aspects
(a) Preganglionic and postganglionic fibers – e.g., adrenergics, cholinergics
(b) Plexi

B. Sensations
1. Special senses
a. Visual
(1) Anatomy of eye – e.g., layers of eyeball, extraocular muscles, etc.
(2) Physiology of vision and errors of refraction
b. Auditory
(1) Anatomy of ear – external ear, middle ear, inner ear
(2) Physiology of hearing (mechanics, organ of Corti)
c. Olfactory – olfactory nerves, olfactory membrane, conchae
d. Gustatory – tongue, taste buds (papillae of tongue), classes of taste
2. General senses
a. Exteroceptors – free nerve endings, Pacinian corpuscle, Meissner's corpuscles, Ruffini end organ, Krause end organ
b. Interoceptors – semicircular canal, chemoreceptors (taste buds, olfactory cells, carotid and aortic bodies, lung pressure receptors)
c. Proprioceptors – tendons, ligaments, joints

C. Endocrine system
1. Definition – endocrine vs. exocrine
2. Hormones
a. General hormones
b. Local hormones
3. Endocrine glands – structure and function
a. Pituitary (hypophysis cerebri)
(1) Neurohypophysis (pars nervosa) – ADH, oxytocin
(2) Adenohypophysis (pars distalis) – ACTH, STH, TSH, FSH, LTH, LH, ICSH
(3) Relationship to hypothalamus (hypothalamic-hypophyseal portal system and tract)
b. Thyroid – thyroxine, triiodothyronine, thyrocalcitonin (calcitonin)
c. Parathyroid – parathormone
d. Adrenal (supra-renal)
(1) Medulla – epinephrine, norepinephrine, relationship to the sympathetic division of the autonomic nervous system
(2) Cortex –glucocorticoids, mineralocorticoids
e. Pancreas – islets of Langerhans, insulin, glucagon
f. Gonads
(1) Ovaries – estrogens and progesterone
(2) Testes – androgens (testosterone)
g. Thymus
h. Pineal gland
i. Placenta (estrogens, progesterone, chorionic gonadotropin)
4. Other secretory tissue
a. Gastrointestinal mucosa – gastrin, secretin, pancreozymin, cholecystokinin, enterogastrone, enterocrinin
b. Kidney – e.g., renin, erythropoietin
5. Hypothalamus
a. Releasing factors
b. Posterior pituitary hormones

V. Maintenance
A. Circulatory system
1. Blood
a. Characteristics – color, specific gravity, pH, temperature
b. Formed elements
(1) Erythrocytes – characteristics, life cycle, number, function, hemoglobin (composition, function, metabolism)
(2) Leukocytes – types, characteristics, life cycle, number, function
(3) Thrombocytes (platelets) – characteristics, number, function
c. Non-formed elements (plasma) – components and characteristics
(1) Water
(2) Proteins (albumin, globulin, fibrinogen)
(3) Salts
(4) Gases
(5) Dissolved nutrients
(6) Other organic substances – e.g., enzymes and hormones
d. Special processes
(1) Clotting mechanism
(2) Blood typing (agglutinins, agglutinogens)
(a) Transfusions (A B O grouping)
(b) Rh factor (erythroblastosis fetalis)

2. Heart
a. Structure
(1) Layers – pericardium, epicardium, myocardium, endocardium
(2) Chambers – atria, ventricles
(3) Valves – tricuspid, bicuspid (mitral) semilunar
(4) Coronary circulation – coronary arteries, cardiac veins, coronary sinus
(5) Nodal system – e.g., SA node

b. Function
(1) Distinctive properties of cardiac muscle – automaticity
(2) Origin of heartbeat and conduction pathway
(3) Cardiac Cycle – blood pressure, systole, diastole, heart sounds, EKG
(4) Control of cardiac output
(a) Nervous control – vagus and accelerators
(b) Autoregulation (Starling's Law)
(c) Role of receptors – chemoreceptors (carotid bodies, aortic body), pressoreceptors (right heart reflex, aortic reflex, carotid sinus reflex)
(d) Other factors affecting frequency and strength of heart action – e.g., blood pressure, emotional excitement, temperature of blood, physical factors (size, age, sex)

3. Vascular system
a. Divisions – systemic, pulmonary
b. Vessels – structure and function
(1) Arteries – layers, elastic arteries, muscular arteries, vasa vasorum, vasomotor control
(2) Veins – layers, valves, vasomotor control, vasa vasorum
(3) Capillaries – distribution
c. Special circuits
(1) Hepatic portal system
(2) Coronary
(3) Cerebral (circle of Willis)
(4) Renal
(5) Fetal

4. Cardiovascular physiology
a. Pressure changes through the system – blood distribution to body organs, needs of organs, activity of organs, variation in temperature
b. Regulation and maintenance of blood pressure
(1) Cardiac output
(2) Resistance to blood flow – vasodilation, vasoconstriction
(3) Role of chemoreceptors and pressoreceptors
(4) Blood volume
(5) Effect of nervous stimulations
c. Capillary exchange
(1) Fluid exchange – a result of the balance between
(a) Hydrostatic pressure
(b) Osmotic pressure
(2) Diffusion (nutrients, gases)

5. Lymphatic system
a. Anatomical organization – lymph capillaries, ducts, nodes
b. Lymph fluid – origin, composition, flow, function
c. Structure of lymph vessels and organs – spleen, thymus, tonsillar tissue, pharyngeal tissue (adenoid)

B. Respiratory system
1. Anatomy
a. Respiratory tract
b. Respiratory muscles – thoracic cage
c. Pleura (visceral and parietal layers)
2. Physiology
a. Mechanisms of ventilation
(1) Inspiration
(2) Expiration
(3) Lung volumes and capacities – tidal volume, inspiratory reserve, expiratory reserve, residual volume, vital capacity
b. Diffusion of gases – pressure (intra-alveolar and intrapleural)
(1) Boyle's Law
(2) Charles' Law
(3) Dalton's Law
c. Gas transport
(1) Oxygen
(2) Carbon dioxide
d. Control of ventilation
(1) Nervous control – medulla oblongata, Hering-Breuer reflex, pons
(2) Chemical control – pH, carbon dioxide, anoxia
(3) Other controls – temperature change, pressure change, voluntary (cerebrum)

C. Digestive system
1. Anatomy and functions of the alimentary canal
a. Microscopic anatomy – serosa, muscular layer, submucosa, mucosa, lymph nodes (Peyer's patches)
b. Gross anatomy
(1) Alimentary tract – mouth, pharynx, esophagus, stomach, small intestine (duodenum, jejunum, ileum), large intestine (caecum, vermiform appendix, ascending colon, transverse colon, descending colon, sigmoid colon, rectum, anal canal)
(2) Accessory organs – tongue, teeth, salivary glands, pancreas, liver and gall bladder
2. Physiology of digestive process
a. Physical (mechanical) digestion – ingestion, mastication, deglutition, peristalsis, segmentation, defecation
b. Chemical digestion – hydrolysis of carbohydrates, lipids, protein, enzymes
c. Control of digestion

(1) Nervous control – autonomic nervous system (parasympathetic and sympathetic)
(2) Hormonal control – gastrin, enterogastrone, secretin, pancreozymin, cholecystokinin

d. Mechanisms of absorption – diffusion, hydrostatic pressure, osmosis, active transport, physical factors (particle size, concentration of materials, lipid solubility)

D. Metabolism
1. Nutrient metabolism – physiology, hormones, functions and products of protein, carbohydrates, fats and vitamins
2. Energy metabolism (aerobic and anaerobic) – citric acid cycle, daily calorie requirement, nutritional needs, body heat (Candidates are not responsible for the *individual* biochemical events of the above processes.)
3. Calorimetry – basal metabolism rate

VI. Reproduction
A. Anatomy
1. Primary reproductive organs
a. Male – testes, penis, scrotum
b. Female – ovaries, uterus, vagina, external genitalia
2. Accessory reproductive organs
a. Male – epididymis, seminal ducts (vas deferens or ductus deferens), seminal vesicles, ejaculatory ducts, prostrate gland (Cowper's glands, bulbourethral glands), urethra
b. Female – uterine tubes (fallopian tubes, oviducts), Bartholin's glands

B. Physiology of reproductive system
1. Hormonal control
a. Female – oogenesis, menstrual cycle (FSH, estrogen, LH, LTH, progesterone)
b. Male – spermatogenesis, gonadotropins (FSH, LH, ICSH), testosterone
2. Gametogenesis – spermatogenesis and oogenesis
3. Fertilization and implantation
4. Pregnancy
a. Hormonal control – corpus luteum
b. Development
(1) Egg stage
(2) Embryonic stages
(3) Fetal stage
5. Parturition – stages, hormonal control
6. Lactation – hormonal control, nutritional aspects

VII. Urinary System
A. Gross anatomy – kidney (pelvis, calyces, medulla, cortex, renal columns), ureters, bladder, urethra, blood supply
B. Microscopic anatomy – nephron (glomerulus, capsule of Bowman, proximal convoluted tubule, distal convoluted tubule, loop of Henle), collecting tubule
C. Renal function
1. Filtration – glomerulus, capsule of Bowman, hemodynamics
2. Reabsorption – active transport, proximal tubule, descending limb, loop of Henle, distal tubule, collecting duct
3. Secretions (augmentation) – distal convoluted tubule
D. Control of renal function
1. Hormonal – antidiuretic hormone (ADH or vasopressin)
2. Nervous – autonomic nerves, renal plexus, splanchnic nerves, vasomotor nerves
E. Micturition – reflex and voluntary control
F. Urine composition
1. Physical characteristics – color, transparency, pH, specific gravity, quantity
2. Constituents
a. Inorganic – chlorides, sulphates, phosphates of sodium, potassium, magnesium and calcium, water
b. Organic – creatinine, urea, ammonia, hippuric acid, purine bodies

VIII. Fluid and Electrolyte Balance
A. Fluid compartments – distribution of water and electrolytes in the body, movement of water, water intake and output, adjustment of excess fluid intake, regulation by hormones, stress situations, reserve body water, milliequivalents, important cations and anions
1. Extracellular (interstitial fluid, plasma)
2. Intracellular
B. Acid-base balance – normal pH range, pH regulation, sources of acid and base
1. Buffers
2. Respiratory regulation
3. Renal regulation
4. Acid-base disturbances (acidosis, alkalosis)

SUGGESTED STUDY AID

A study aid may be ordered free from:

College Proficiency Examination Program – Study Guides
New York State Education Department
99 Washington Avenue
Albany, New York 12230

CPE COMMITTEE IN ANATOMY AND PHYSIOLOGY

I. Edward Alcamo, *State University Agricultural and Technical College at Farmingdale*
Philip Costa, *Queensborough Community College*
Alfred Liberti, *St. John's University*
Collis Miller, *Orange County Community College*
William Rockwood, *Russell Sage College*
Celia Sladek, *University of Rochester*

APPLIED MUSIC

Credits: 2 per instrument (minor)
2-4 per instrument (major)

There is a College Proficiency Examination in Applied Music for each of the following:

Piano	Oboe	Trombone
Violin	Clarinet	Baritone Horn
Viola	Bassoon	Tuba
Cello	Saxophone	
String Bass	Trumpet (Cornet)	General Percussion
Flute	French Horn	Voice

Each CPE in Applied Music will be an evaluation of the candidate's performance on one of the above instruments or voice, by a "jury" of college instructors of music. Each will assume preparation equivalent to that received *in a 2-credit college course for the minor examination, or a 2- to 4-credit college course(s) for the major examination.*

OBJECTIVES

The candidate will be evaluated in the following areas which will be weighted approximately equally:

Repertory – outlined in the Description of Content.
Technique – tone quality, facility, intonation, and related theoretical knowledge.
Sight reading.

Examinations in applied music will be scheduled individually. The amount of time necessary for the examination will be at the discretion of the examiners but will generally last 15 to 30 minutes.

MINOR CREDIT

CONTENT

I. Instrumental

Candidates will be required to:

A. Demonstrate the Basic Elements as outlined in Levels One and Two of the *Handbook for Applied Music*.

B. Perform from two prepared, but not necessarily memorized, études of contrasting styles selected from the method books listed as Level Two or Elementary, as specified for the appropriate instrument in the *Handbook for Applied Music*. Candidates may, at their discretion, select equivalent or more advanced material.

C. Perform one prepared, but not necessarily memorized, solo, in its entirety, selected from at least Level Two of the *Handbook for Applied Music*.

The (nonpiano) instrumentalist is not required to have an accompanist for the solo performance, but may do so if desired.

D. Perform, at sight, material comparable to that listed at Level One of the *Handbook for Applied Music*.

II. Vocal

Candidates will be required to:

A. Demonstrate, in the performance, the six fundamental vocal techniques as outlined in the *Handbook for Applied Music*.

B. Sing three prepared, but not necessarily memorized, contrasting solos from the standard vocal literature, comparable stylistically to those listed in at least Level Two of the *Handbook for Applied Music*. At least one solo must be in Italian.

Vocal candidates will be required to make arrangements for their own accompaniment for the solos. They may not accompany themselves at the examination. A recorded accompaniment may be used provided copyright regulations are not violated. Candidates must supply their own equipment.

C. Sing, at sight, material comparable to that listed in Level One of the *Handbook for Applied Music*.

MAJOR CREDIT

CONTENT

I. Instrumental

The candidate will be required to:

A. Demonstrate the Basic Elements as outlined in Level Five of the *Handbook for Applied Music*.

B. Perform from two prepared, but not necessarily memorized, etudes of contrasting styles selected from the method books listed as Level Five, as specified for the appropriate instrument in the *Handbook for Applied Music*. Candidates may, at their discretion, select equivalent or more advanced material.

C. Perform two or three prepared solos from varying periods, in their entirety, one of which must be memorized, selected from at least Level Five of the *Handbook for Applied Music*. The (nonpiano) instrumentalist is not required to have an accompanist for the solo performance, but may do so if desired.

D. Demonstration of minimal sight reading skill is required.

II. Vocal

Candidates will be required to:

A. Demonstrate, in their performance, the six fundamental vocal techniques as outlined in the *Handbook for Applied Music*.

B. Sing three prepared, contrasting solos (one of which must be memorized) from the standard vocal literature, comparable stylistically to those listed in at least Level Five of the *Handbook for Applied Music*. At least one solo must be in Italian.

Vocal candidates must make arrangements for their own accompaniment for the solos. They may not accompany themselves at the examination. A recorded accompaniment may be used provided copyright regulations are not violated. Candidates must supply their own equipment.

C. Demonstration of minimal sight reading skill is required.

SUGGESTED STUDY AID

A *Handbook for Applied Music* is available from the Publications Distribution Unit, New York State Education Department, Albany, New York 12234. A remittance of $.40, payable to the New York State Education Department, should be included with requests for the *Handbook*.

CPE COMMITTEE IN APPLIED MUSIC

Mark Dolliver, Jr., *C. W. Post College*
Everett Gates, *Eastman School of Music*
Howard Marsh, *State University of New York College at Fredonia*
Jerrold Ross, *New York University*

BIOLOGY

Credits: 6

The College Proficiency Examination in Biology is based upon the introductory one-year (two-semester) college course in biology.

OBJECTIVES

The examination presupposes that in their study candidates have emphasized the fact that fundamental principles apply to both plants and animals. The overall approach assumed is dynamic, including constant attention to functional morphology. Since evolution is a fundamental theme in biology, understanding will be expected of the interdependence of organism and environment, with stress on animal adaptations and behavior. Since a thorough understanding of concepts in biology involves chemistry, candidates will be expected to have a background in that subject.

CONTENT

I. Unity Among Living Things: Protoplasm, Cells, and Cellular Metabolism
  A. General structure of cells as revealed by electron microscopy
    1. Cell wall, cell membrane, plasma membrane, endoplasmic reticulum, ribosomes, mitochondria, plastids, vacuoles, lysomes, centrioles, Golgi apparatus, nuclear membrane nucleus, and chromosomes
  B. Biochemistry
    1. Fundamentals
      a) Properties and distribution of elements with emphasis on carbon, hydrogen, oxygen, nitrogen, phosphorus, and sulfer ions, valence pH, concepts of free energy and entropy
      b) Compounds, particularly carbon compounds
    2. Carbohydrates: pentoses, hexoses, monosaccharides, disaccharides, polysaccharides
    3. Lipids: fats, saturated and unsaturated fatty acids, glycerol, steroids
    4. Proteins: amino acids, peptide linkage, dipeptides and polypeptides, simple and conjugated proteins, denaturation of proteins
    5. Nucleic acids: DNA, RNA, nucleotides
  C. Origin of energy sources and their transformation in cells
    1. Photosynthesis
      a) Structure of chloroplasts, structure of grana, chemistry of chlorophyll, factors affecting synthesis of chlorophyll, chromatographic techniques for separating pigments, role of pigments in photosynthesis
      b) Dark and light phases of photosynthesis: important chemical reactions in CO_2 fixation, role of light, phosphorylation
      c) History of major experiments such as those of Van Helmont, Priestley, Ingenhousz, Blackman, Ruben and Kamen, Calvin and Benson
    2. Respiration of carbohydrates
      a) ATP: composition, functions, phosphagens, "high energy" bond formation and transfer
      b) Anaerobic phase: important chemical reactions of glycolysis and alcoholic fermentation
      c) Aerobic phase: important chemical reactions, Krebs cycle
      d) Relative efficiency of aerobic and anaerobic phases
      e) Hydrogen and electron transfer systems: pyridine and flavin nucleotides, cytochrome system
      f) Enzymes: (1) dehydrogenases, carboxylases, oxidases, phosphorylases; (2) major coenzymes and their func-

tions; (3) vitamins in relation to enzymes and coenzymes

3. Respiration of fats and proteins
   a) Fats: beta oxidation, relation to the Krebs cycle and acetyl-CoA, glycol in relation to carbohydrates
   b) Proteins: deamination and transmination, formation of urea (arginine-ornithine cycle), relation of "carbohydrate fraction" of amino acids to metabolites of Krebs cycle

D. Basic synthesis of carbohydrates, proteins, fats
   1. Carbohydrates: polymerization, dehydration synthesis, general structure of starch, cellulose, glycogen
   2. Proteins: relation to ribosomes, endoplasmic reticulum, DNA, RNA, and genes
   3. Fats: relation to the Krebs cycle and acetyl-CoA

E. Passage of materials into and out of cells
   1. Chemical composition and structure of the cell wall and cell membrane
      a) Plasmodesmata in plant cells, effects of structure on selective permeability
      b) Relation of cell membrane to endoplasmic reticulum
   2. Penetrating particles: concentration, charge, size, solubility
   3. Effects of hypertonic, hypotonic, and isotonic solutions on cells
   4. Active transport
   5. Pinocytosis

F. Mitosis and cytokinesis
   1. Structure and function of the nucleus
   2. Mitotic apparatus
   3. Phases of mitosis
   4. Method of DNA replication
   5. Cytokinesis in animal and plant cells

II. Diversity Among Living Things: Structure, Function, Reproduction, Development, Evolution, Distribution, and Classification

A. Viruses (including phages)
   1. Questions as to their nature
   2. Replication

B. Bacteria
   1. Morphology and physiology: types, spore formation, respiration (aerobic facultative, and obligate anaerobic), fermentation
   2. Modes of nutrition including photosynthesis and chemosynthesis
   3. Relation to the carbon and nitrogen cycles

C. Fungi
   1. Major characteristics of slime molds and true fungi
   2. Reproduction in rhizopus, neurospora, puccinia
   3. Economic importance

D. Green algae
   1. Major characteristics
   2. Reproduction to illustrate meiosis, zoospore formation, isogamy, heterogamy
   3. Relationship to the evolution of higher plants: biochemical similarities, alteration of generations

E. Bryophyta: emphasis should be placed upon the adaptations to a terrestrial environment both in the vegetative structures and in the methods of reproduction
   1. Characteristics of mosses and liverworts
   2. Life cycle of a representative form

F. Tracheophyta
   1. Ferns: life cycle with the emphasis on alternation of generations
   2. Pine: structure of the seed with the emphasis on its evolutionary significance
   3. Angiosperms
      a) Reproduction and life cycle: (1) flower – structure, details of the male and female gametophyte generations, relationships to insects in geologic time and in adaptations for pollination, initiation of flowering-photoperiodism; (2) seed – development of embryo sporophyte in the seed, differences between monocots and dicots, dormancy, germination, economic importance; (3) fruit – relationship to seed dispersal, auxins as related to parthenocarpy, economic importance; (4) vegetative reproduction
      b) Structure and physiology of the sporophyte: (1) root, leaf, and stem of a typical herbaceous plant; (2) water and mineral absorption, movement; (3) food translocation and storage; (4) growth from the seed and maturation to include primary and secondary tissues, cell enlargement, cell differentiation; (5) irritability – tropisms and other movements, relationship of auxins

G. Invertebrates – structure, function, and distribution
   1. Protozoa: to be studied as simple organisms solving fundamental problems of existence, free-living and parasitic forms to be considered
   2. Coelenterata: tissue grade of organization, cell specialization, regeneration, nerve-net structure
   3. Platyhelminthes: bilateral symmetry, cephalization, organ systems, mesodermal structures, free-living versus parasitic forms

4. Echinodermata: phylogenetic relationships to chordata
5. Annelida: general body plan, trochophore larva, schizocoel, segmentation
6. Arthropoda: general body plan, adaptations to a land environment, respiratory mechanisms of the various classes, hormones affecting the metamorphosis of insects, economic importance

   Note: The invertebrate phyla listed above have been selected on the basis of phylogenetic significance. Mollusca, Porifera, and Nematoda *should* also be studied.

II. Chordates: structure, function, reproduction, development, classification, evolution, and distribution

Laboratory study of the structure and function of organ systems of some vertebrate such as a frog, rat, or fetal pig. The candidate is expected to have acquired some familiarity with the invertebrate chordates, the notochord of invertebrate chordates and of vertebrates, and various vertebrate classes.

1. Digestive system: structure, enzymes, nervous and hormonal control, absorption
2. Respiratory system: the breathing mechanism in a fish, in an amphibian, and in a mammal; gaseous exchange in lungs, gills, and skin; relationship to cellular respiration
3. Circulatory system: composition and functions of blood and lymph, immunity, homeostatic control of blood composition, patterns of circulation in an amphibian and in a mammal, renal and hepatic portal systems
4. Excretory system: general structure; detailed structure of a nephric unit and functions performed in each part; relationship of the kidney to homeostasis; sweat glands, the liver as an excretory organ, including urea formation
5. Skeletal and muscular system: the basic structural plan of the skeleton and the relation of muscles to skeletal movements, ligaments, tendons, antagonistic action of muscles, muscle physiology
6. Integrative systems
   a) Central nervous system: the five major divisions of the brain, functions of parts of the brain and spinal cord, cranial and spinal nerves, types and structure of neurons, nature of the nerve impulse, synaptic transmission, reflex arc, conditioned reflex
   b) Autonomic nervous system: structure, function, and neurohumors of sympathetic and parasympathetic divisions; relationship of the sympathetic division to the adrenal medulla
   c) Endocrine glands: pituitary, thyroid, islets of Langerhans (alpha and beta cells), parathyroids, gonads, adrenals, hormones affecting the digestive glands, relationship of the pituitary to the brain
7. Reproductive system
   a) Structure
   b) Details of oogenesis and spermatogenesis
   c) Hormonal control of sperm and egg production and uterine development in mammals
   d) Fertilization in land and water organisms
   e) Natural and artificial methods of parthenogenesis
8. Development of an animal embryo
   a) Effects of yolk upon embryological development
   b) Early embryology of a homolecithal egg
   c) Early embryology of an amphibian egg through the neurula stage
   d) Germ layer origins of organ systems
   e) Formation and function of four extra-embryonic membrances of a reptile or bird
   f) Formation of the placenta and umbilical cord and their functions
   g) Pattern of circulation in a mammalian embryo and the changes occurring at birth
   h) Differences between protostomal and deuterostomal development

III. Continuity of Living Things

A. Genetics: plant, animal, and human examples should be considered
   1. Meiosis: phases, synapsis and crossing-over, tetrad formation, animal and vegetal poles
   2. Classical genetics and the development of the gene theory
      a) Mendel's work and principles
      b) Sutton's hypothesis – relating Mendelian laws to chromosomes
      c) Morgan's experiments establishing genes as portions of chromosomes
      d) Lethal factors
      e) Multiple alleles – blood types
      f) Factor interaction resulting in modified two-factor ratios
      g) Multiple factors – relation to the normal probability curve
      h) Mechanisms of sex determination (XY, WZ, XO, monoploid-diploid)

i) Sex linkage in humans and in fruit flies
j) Techniques of mapping the chromosomes: percentage of crossing-over

3. Mutations: genic and chromosomal (deletions, duplications, translocations, inversions), ploidy, induction of mutations, relationship to evolution
4. Mechanism of gene action: experiments with Neurospora, gene-enzyme relationships with illustrations in humans (phenylketonuria, alkaptonuria, sickle-cell anemia)
5. Experiments that indicate the relationships between DNA and genes: bacterial transformations, bacterial viruses
6. Genetic code: experiments to illustrate the techniques employed, relation to protein synthesis
7. Examples of cytoplasmic inheritance
8. Population genetics: Hardy-Weinberg Principle and its relation to natural selection and genetic drift (see Evolution.)

B. Evolution
1. Theories of the origin of life
2. Criteria for determining the nature of a species
3. Evidence for evolution from biochemistry, morphology, embryology, physiology, paleontology, and geographical distribution
4. Theories of the mechanism of evolution
a) Lamarck's theory of use and disuse
b) Darwin's theory of natural selection
c) DeVries and mutations
d) Modern concepts
5. Factors influencing natural selection and speciation: population genetics (size, isolation, genetic drift), adaptive radiation (suggested example – Darwin's Finches on the Galapagos)
6. The evolution of man

IV. Ecological Relationships Among Living Things
It is assumed that the relationship between the organism and its environment has received attention throughout the course. The purpose of this section is to summarize the information thought desirable.
A. Physical (Abiotic) factors: soil, water, temperature, light, atmosphere, radiation

B. Biotic factors
1. Cycle of the elements (especially carbon and nitrogen)
2. Food chains – relationships with regard to numbers, mass, size, energy flow
3. Symbiosis: mutualism, parasitism, commensalism
4. Succession
5. Social relationships (ants, bees, birds, deer)

V. Disease and Immunity
A. Disease-causing organisms
B. Mechanisms of immunity
C. Allergy
D. Agents, carriers

SUGGESTED STUDY AID

A bibliography of recommended readings may be ordered free from:

College Proficiency Examination Program – Study Guides
New York State Education Department
99 Washington Avenue
Albany, New York 12230

CPE COMMITTEE IN BIOLOGY

William Beckert, *St. John's University*
Harry Brenowitz, *Adelphi University*
Carroll Knowlton, *Orange County Community College*
Harold Powers, *State University College at Oswego*

EARTH SCIENCE

Credits: 6

The College Proficiency Examination in Earth Science is designed to test achievement equivalent to that attained in a one-year (two-semester), introductory college course in Earth Science. The candidate will be expected to demonstrate a knowledge and understanding of each of the content areas and their interrelationships.

OBJECTIVES

The candidate should be able to:

1. Recall and apply knowledge of facts and principles from each content area.
2. Interpret data and make inferences.
3. Solve problems, read and interpret charts, and manipulate numerical data.
4. Identify contributions of the major earth scientists.
5. Demonstrate understanding of the principles underlying operation of the major instruments.

CONTENT

I. The Earth and the Universe
  A. The earth as a planet
    1. Dimensions
    2. Motions and the measurement of time
    3. Gravitational and magnetic fields
  B. Moon
    1. Structure and composition
    2. Earth-moon relationships
  C. Sun
    1. Structure and composition
    2. Energy source and emissions
  D. Other members of the solar system
    1. Planets and asteroids
    2. Comets and meteors
  E. Stars
    1. Magnitudes and classes
    2. H-R Diagram and stellar evolution
    3. Motions: apparent, real, measurement of
    4. Variable stars
    5. Celestial coordinate systems
  F. Galaxies
  G. Current problems – e.g., radio astronomy, quasars, pulsars, cosmology

II. The Solid Earth: Past and Present
  A. Composition
    1. Minerals
    2. Rocks and the rock cycle
  B. Structure (including seismology)
  C. Geologic processes and their results
    1. Weathering (including soil formation)
    2. Mass wasting
    3. Action of water
      a. Streams and lakes
      b. Oceans
      c. Underground
    4. Action of ice
    5. Action of air
    6. Vulcanism and magmatic activity
    7. Continental drift and plate tectonics
    8. Faulting and folding
  D. Geologic charts
    1. Topographic and relief maps
    2. Geologic maps and cross-sections
  E. Geologic History
    1. Fossils and evolution
    2. Stratigraphic interpretation
    3. Radiometric dating
    4. Time scale (including eras and periods)
    5. Climatic variation
  F. Man's impact on the solid earth

III. The Atmosphere and the Oceans
  A. Atmosphere
    1. Composition and structure
    2. Heat and radiation balance
    3. Pressure
    4. Circulation
      a. Primary
      b. Secondary
    5. Humidity, clouds and precipitation
    6. Airmasses and fronts
    7. Thunderstorms, tornadoes and hurricanes
    8. Weather maps
      a. Surface
      b. Constant level
    9. Introduction to climate
    10. Man's impact on the atmosphere
  B. Oceans
    1. Distribution of land and sea, submarine topography
    2. Ocean and atmosphere relations
    3. Circulation: horizontal and vertical
    4. Waves and tides
    5. Sediments
    6. Coastal processes
    7. Man's impact on the hydrosphere

SUGGESTED STUDY AID

A list of suggested readings may be ordered from:

College Proficiency Examination Program – Study Guides
New York State Education Department
99 Washington Avenue
Albany, New York 12230

CPE COMMITTEE IN EARTH SCIENCE

M. I[illegible]Dubins, *State University College at Oneonta*
Ken[illegible]th Johnson, *Skidmore College*
[illegible]el Katz, *Rennselaer Polytechnic Institute*
F[illegible]l M. Shaver, *State University College at Oswego*

EUROPEAN HISTORY

Credits: 6

The College Proficiency Examination in European History is based upon the introductory one-year (two-semester) college course in modern European history.

OBJECTIVES

The candidate will be expected to demonstrate:

A. A knowledge of the general narrative and the major details of European History from the Renaissance to the present. The examination consists of both objective and essay questions. The essay section of the examination will emphasize the period from the 18th century to the present.

B. An ability to see facts of history in context; interpret, explain, and relate historical movements; distinguish causes, results, and significances; read historical materials in a discriminating way; and weigh evidence and reach conclusions on the basis of fact. A person with an adequate knowledge and understanding of history is expected to write with economy, grace, and above all, with relevance.

CONTENT

I. The Renaissance
  A. Meaning
    1. Changing interpretations of the Renaissance
    2. General characteristics of Renaissance society
  B. Italian Renaissance
    1. Social, political, and economic trends of the 14th and 15th centuries
    2. Humanism – the return to classical models and the development of vernacular literature
    3. Art and architecture
  C. Spread of the Renaissance
    1. Beyond the Alps
    2. Differences between the humanism of Italy and that of Northern Europe
    3. Erasmus, More, Rabelais
  D. Age of Discovery and Exploration
    1. Economic trends and techniques in the 16th century
    2. Search for new routes to the East
    3. Pioneer work of Portugal and Spain
    4. Commercial Revolution
II. The Reformation
  A. The Late Medieval Background
    1. Social, economic, and political changes
    2. Religious reform movements of the late Middle Ages and the decline of the Medieval Papacy

B. Lutheranism
   1. Life and theology of Martin Luther
   2. Spread of Lutheranism: Germany and the Scandinavian countries
   3. Religious Peace of Augsburg and the division of Germany
C. Calvinism
   1. Life and theology of John Calvin
   2. Spread of Calvinism
D. Anglicanism
   1. Religious conditions in England at the beginning of the 16th century
   2. Church and politics under the Tudors
E. Catholic Reformation
   1. The spirit of Catholic reforms – the new religious orders and the new piety in the early 16th century
   2. Council of Trent and the institutional changes in the Church of the late 16th century
F. The Age of Religious Wars, 1559-1648
   1. Civil war and rebellion in France, England, and Holland in the late 16th century
   2. The Thirty Years' War – origins, phases, and results

III. From the Age of Absolutism to Enlightened Despotism
A. Spain
   1. The Age of Gold – Charles V and Philip II
   2. Decline of Spain in the 17th century
B. France
   1. The 16th Century – the "new monarchy" of France; Valois decadence and civil war
   2. Life and policies of Henry IV, of Richelieu, and of Mazarin
   3. Age of Louis XIV: France at home and abroad
C. England
   1. Nature of Tudor absolutism
   2. Struggle between Stuarts and Parliament
   3. Puritan Civil War
   4. Glorious Revolution: causes and results
D. The Germanies
   1. Rise of Prussia and the Hohenzollern dynasty
   2. Frederick II
   3. Austria and Maria Theresa
E. Russia
   1. Rise and expansion of Muscovy
   2. Attainment of "great power" status under Peter the Great and Catherine the Great
   3. Economic, social, and political conditions at the end of the 18th century
F. Culture During the 17th and 18th Century
   1. Baroque and Rococo – art, music, and main currents in literature
   2. The Scientific Revolution (Copernicus, Galileo, Kepler, Descartes, Newton)

IV. Age of Revolution
A. Cultural Background of the French Revolution
   1. The Intellectual Revolution and the Enlightenment – Locke, Montesquieu, Rousseau, etc.
   2. The American Revolution and its impact upon Europe
B. France under the Old Regime
   1. Central and local government
   2. Social classes
   3. Economic and financial conditions
   4. Failure of reform
C. The French Revolution, 1789-1795
   1. The coming of the Revolution, 1789
   2. The course of the Revolution, 1789-1794
   3. The Reaction, 1794-1795
   4. The Revolution outside of France
D. The Constitutional Republic, 1795-1799
   1. Government of the Directory
   2. Rise of Napoleon Bonaparte
   3. France and the Western World, 1795-1799
E. The Napoleonic Era
   1. The Consulate
   2. Establishment of the Empire
   3. Wars of Napoleon and the spread of the reforms of the French Revolution
   4. Overthrow of Napoleon

V. Growth of Nationalism and Liberalism, 1815-1870
A. Restoration and Reaction
   1. Congress of Vienna
   2. Conservatism in Austria, Russia, Britain
   3. First rifts in system of Metternich
B. Industrialism and its Political Repercussions
   1. The Industrial Revolution, including changing interpretations
   2. English Reform Bill of 1832
   3. Chartism
   4. July Revolution in France and its influence outside France
C. New Concepts of Society and the Individual, 1815-1870
   1. Romanticism in art, music, and literature
   2. Conservative and liberal political thought
   3. Utopian socialism and other social theories, religious movements
   4. Realism and naturalism in art, music, and literature
   5. Darwinism and Marxism

D. Revolutions of 1848
   1. February Revolution in France
   2. Revolution in the Germanic Confederation, especially in Hapsburg and Hohenzollern lands
   3. Revolutions in the Italian peninsula
   4. Results of the revolutions
   5. Napoleon III and the Second French Empire
E. Unification of Italy
   1. Development of Italian nationalism
   2. Work of Cavour and Garibaldi
   3. Annexation of Rome
F. Unification of Germany
   1. Failure of the Frankfort Assembly
   2. Development of German industry
   3. Bismarck and the wars of German unification
G. Russia in the 19th Century
   1. Aftermath of Napoleonic Wars
   2. Nicholas I
   3. Reforms of Alexander II
   4. Alexander III and the policies of Russification and repression
   5. Nicholas II and the Revolution of 1905
H. International Relations, 1815-1878
   1. Challenges to the Congress System
   2. The Eastern Question through the Congress of Berlin, 1878 – the Ottoman Empire in relation to Russia and the West
   3. Great Power relations from the Crimean War to the Congress of Berlin

VI. Road to World War, 1870-1918
A. Socioeconomic Trends
   1. The New Industrialization
   2. Development of science and technology
   3. Philosophy and religion (including anticlericalism and antisemitism)
   4. Art and literature
   5. Movements of social protest
B. Britain, 1867-1914
   1. End of Victorian Compromise
   2. Age of Gladstone and Disraeli
   3. Ireland
   4. The Empire
   5. Liberal ministry, 1905-1914, and its policies at home and abroad
C. Third French Republic
   1. Establishment
   2. Major crises
   3. Socioeconomic development
   4. Foreign policy
D. German Empire, 1871-1914
   1. Bismarck, 1871-1890, foreign and domestic policies
   2. New Course under Kaiser William II
E. New Imperialism
   1. Factors in revival of imperialism
   2. Africa
   3. China
   4. Russo-Japanese War
   5. Near and Middle East
F. World War I
   1. Mood of Europe at outset of 20th century
   2. Alliance and entente systems
   3. Crises, 1905-1914
   4. Course of war
   5. Impact of science and technology on warfare

VII. Contemporary Europe, 1919-Present
A. The Long Armistice, 1919-1939
   1. Peace settlement
   2. League of Nations: successes and failures
   3. Quest for security
B. The Major Democratic States, 1919-1939
   1. Great Britain
   2. France
   3. Weimar Germany, 1919-1933
C. Totalitarian States, 1919-1939
   1. U.S.S.R.
   2. Fascist Italy
   3. Nazi Germany
D. World War II
   1. Causes
   2. Main campaigns in European and Pacific theatres
   3. Victory of allies
   4. Wartime conferences
   5. Peace treaties
E. Postwar Europe, 1945-Present
   1. United Nations
   2. Cold War: origins and character
   3. Political developments in Western Europe, especially in England, France Italy, Federal Republic of Germany
   4. U.S.S.R. and the communist bloc
   5. Europe and the Middle East
F. End of Colonialism
   1. Impact of World War II on non-Western world
   2. Dissolution of British, French, and Dutch empires
   3. Relations of European states with former colonies
G. Contemporary Men and Politics
   1. Unity movements: political, economic, religious
   2. Coexistence with Soviet bloc
   3. Disarmament movements
H. Cultural History, 1919-Present
   1. 1919-1939, trends in:
      a. art, music, and literature
      b. social and economic thought
      c. religious and psychological attitudes
   2. 1939-Present
      a. art, music, and literature

b. social and economic thought
c. religious and psychological attitudes

1. Science and Technology
1. Development of World War II
2. Civil and Military potentials of nuclear energy
3. Social and Economic Aspects

SUGGESTED STUDY AID

A list of suggested readings may be ordered free from:

College Proficiency Examination Program — Study Guides
New York State Education Department
99 Washington Avenue
Albany, New York 12230

CPE COMMITTEE IN EUROPEAN HISTORY

Robert Carlisle, *St. Lawrence University*
Elisa Carrillo, *Marymount College*
Mathew Elbow, *State University of New York at Albany*
Cynthia Whittaker, *Bernard M. Baruch College of The City University of New York*

FRESHMAN ENGLISH

Credits: 6

The College Proficiency Examination in Freshman English is designed to test the candidate's knowledge and understanding of literature and the ability to write a good composition. The examination assumes preparation equivalent to that of the student who has taken the one-year (two-semester) course in Freshman English commonly offered in colleges and universities.

OBJECTIVES

Candidates will be expected to demonstrate an understanding of a variety of literary works drawn from the genres of fiction (short story and novel), poetry, drama, and the essay. They will be expected to know, in depth, the works of literature in the content outline. They should be able to show how such elements as theme, plot, characterization, point of view, structure, and symbolism function in these works and contribute to their total meaning.

Candidates should have some understanding of the nature of each of the genres; be able to compare and contrast their different characteristics (e.g., the methods of achieving the effects peculiar to drama); be able to discuss relationships between genre and content; be familiar with the literary terminology of the respective genres; and be able to demonstrate understanding of basic concepts of prosody, including the ability to recognize rhyme scheme and scan verse.

They will also be expected to show knowledge of grammar, punctuation, diction, and spelling; and to demonstrate the ability to write a good composition showing competent organization and development in sentences, paragraphs, and the complete essay.

CONTENT

Preparatory Reading

The candidate will be expected to be familiar with all of the following works. Each of the literary genres will receive approximately equal emphasis on the examination.

I. Fiction

A. Short Story: James Joyce (from *Dubliners*)

"The Sisters" "Ivy Day in the Committee Room"
"An Encounter" "Two Gallants"
"Araby" "The Boarding House"
"Eveline" "A Little Cloud"
"After the Race" "A Mother"
"Counterparts" "Grace"
"Clay" "The Dead"
"A Painful Case"

B. Novel

1. Fitzgerald, F. Scott: *The Great Gatsby*
2. Brontë, Emily: *Wuthering Heights*
3. Ellison, Ralph: *Invisible Man*

II. Nonfiction

A. Orwell, George
(from *A Collection of Essays*)
"Such, Such Were the Joys. . ."
"Charles Dickens"
"The Art of Donald McGill"
"Rudyard Kipling"
"Raffles and Miss Blandish"
"Shooting an Elephant"
"Politics and the English Language"
"Reflection on Gandhi"
"Marrakech"
"Looking Back on the Spanish War"
"Inside the Whale"
"England Your England"
"Boys' Weeklies"
"Why I Write"

B. Thoreau, Henry David: *Walden*

C. Baldwin, James: *Notes of a Native Son*

III. Drama

A. O'Neill, Eugene: *Long Day's Journey Into Night*

B. Shakespeare, William: *Othello*

C. Shaw, George Bernard: *Caesar and Cleopatra*

D. Sheridan, Richard: *The School for Scandal*

E. Sophocles: *Antigone*

IV. Poetry

A. Ballad

1. "Sir Patrick Spens"
2. Coleridge, Samuel Taylor: "The Rime of the Ancient Mariner"

B. Metrical Romance
Keats, John: "The Eve of St. Agnes"

C. Dramatic Monologue

1. Browning, Robert: "My Last Duchess"
2. Eliot, T. S.: "The Love Song of J. Alfred Prufrock"

D. Lyric

1. Simple
   a. Arnold, Matthew: "Dover Beach"
   b. Blake, William: "Jerusalem" (from preface to "Milton")
   c. Cummings, E. E.: "Anyone Lived in a Pretty How Town"
   d. Dickinson, Emily: "Because I could not stop for Death" "Pain has an element of blank"
   e. Donne, John: "A Valediction Forbidding Mourning"
   f. Frost, Robert: "The Road Not Taken"
   g. Hardy, Thomas: "Afterwards"
   h. Herbert, George: "The Pulley"
   i. Herrick, Robert: "Delight in Disorder"
   j. Jonson, Ben: "To Celia"
   k. Marvell, Andrew: "To His Coy Mistress"
   l. Thomas, Dylan: "Do Not Go Gentle Into That Good Night"
   m. Waller, Edmund: "Go Lovely Rose"
   n. Wordsworth, William: "She Dwelt Among the Untrodden Ways"
   o. Yeats, William Butler: "The Second Coming"
2. Sonnet
   a. Keats, John: "On First Looking Into Chapman's Homer"
   b. Milton, John: "On His Blindness"
   c. Shakespeare, William: "That time of year thou mayest in me behold"
   d. Wordsworth, William: "Westminster Bridge"
3. Ode
   Keats, John: "Ode to a Nightingale"
4. Elegy
   Whitman, Walt: "When Lilacs Last in the Dooryard Bloom'd"
5. Mock Epic
   Pope, Alexander: "The Rape of the Lock"

SUGGESTED STUDY AID

A bibliography to introduce the candidate to literary terminology and composition may be ordered free from:

College Proficiency Examination Program – Study Guides
New York State Education Department
99 Washington Avenue
Albany, New York 12230

CPE COMMITTEE IN FRESHMAN ENGLISH

Jeane H. Geehr, *Vassar College*
William Green, *Queens College*
Jonathan Kistler, *Colgate University*
Townsend Rich, *State University of New York at Albany*
Hal Smith, *College of Insurance*

SHAKESPEARE

Credits: 3

The College Proficiency Examination in Shakespeare is based upon a one-semester college course on Shakespeare which is usually taken in the sophomore or junior year.

OBJECTIVES

Candidates will primarily be expected to demonstrate an understanding of the plays of Shakespeare and of the significant relationships between them. They will be expected to have knowledge of essential background information: the dates of the plays on the reading list, their sources and their textual history; a familiarity with the life of Shakespeare; and some acquaintance with the customs and conventions of the Elizabethan theater.

Candidates should be prepared to answer factual questions drawn from the background materials or from plays listed below. They will be expected to have sufficient knowledge of details so that they can discuss the plays intelligently and support generalizations and interpretations with specific evidence. Candidates should be able to show how such dramatic and poetic elements as theme, character, plot, language, verse form, and imagery function in the plays and contribute to their total meaning. They should have some familiarity with the conventions of comedy, tragedy, and the history play as reflected in Shakespeare's dramatic art. They should be able to discuss relationships between genre and content. Memorizations of passages will not be required. Knowledge derived from the study of any of the plays of Shakespeare, whether on the suggested list or not, will be helpful in answering general questions and may be used where appropriate in answering essay questions.

CONTENT

Preparatory Reading

I. Comedies: *A Midsummer Night's Dream*
The Merchant of Venice
Twelfth Night
Measure for Measure
The Tempest

II. Histories: *Richard II*
Henry IV, Part 1

III. Tragedies: *Hamlet*
Othello
King Lear
Macbeth
Antony and Cleopatra

There are many good, recent paperback editions of individual plays as well as collections which contain all or most of the plays on this list. Essential background information can be obtained from any modern edited text of Shakespeare's collected works or from a modern handbook on Shakespeare. Such books also contain suggestions for further reading. Candidates will undoubtedly add to their enjoyment and understanding of Shakespeare's works if they see some of the plays or listen to good recordings of them.

SUGGESTED STUDY AID

A study aid providing sample questions from previous CPEs in Shakespeare is available upon request from:

College Proficiency Examination Program – Study Guides
New York State Education Department
99 Washington Avenue
Albany, New York 12230

CPE COMMITTEE IN SHAKESPEARE

Jeane Geehr, *Vassar College*
William Green, *Queens College*
Jonathan Kistler, *Colgate University*
Townsend Rich, *State University of New York at Albany*
Hal Smith, *College of Insurance*

CRIMINAL JUSTICE

Two new College Proficiency Examinations have been developed in the field of Criminal Justice: an *Introduction to Criminal Justice* examination and a test in *Criminal Investigation*. These two examinations were developed in response to the changing role of the law enforcement officer and the increasing demand for more qualified individuals in the field of Criminal Justice. The tests are designed to accelerate the flow of qualified personnel in that area by providing a vehicle for such people to earn college credit for knowledge acquired through experience or independent study. Each examination is 3 hours in length. Like other CPEs, the tests may be used to obtain college credit or to meet Regents External Degree requirements.

INTRODUCTION TO CRIMINAL JUSTICE

Credits: 3

The College Proficiency Examination in Introduction to Criminal Justice consists of content material typically covered in a one-semester introductory course in criminal justice, as it is offered at the associate degree and baccalaureate degree levels.

OBJECTIVES

The examination focuses upon the role of the police, the courts, and corrections. It emphasizes an historical and philosophical approach to a study of the relationships between the components of the criminal justice system. The candidate will be expected to demonstrate a basic knowledge of terminology, classifications, trends, and theories.

I. Historical Development of Criminal Justice System
   - A. Ancient
   - B. Anglo-European (Peelian Reform)
   - C. American

II. The Crime Problem
   - A. Criminal Behavior: Sociological, Psychological and Anthropological Perspectives
   - B. Analysis of the Nature of Crime
     1. Law as a social control mechanism
     2. Social, economic and political implications of crime (community and victim)
     3. Crime measurement, quantity and trends

III. The Police
   - A. Types of Law Enforcement Agencies
     1. Local
        - a. Municipal, town, village
        - b. County
     2. State
        - a. Police and highway patrol
        - b. Regulatory agencies
        - c. Public authorities
     3. Federal
        - a. Investigative
        - b. Regulatory
     4. Private
   - B. Role and Functions
     1. Crime prevention
     2. Protection of life and property
     3. Regulation of noncriminal conduct
     4. Provision of community service
   - C. Organizational Patterns
     1. The formal structure (Principles of organization)
     2. Informal organization (Human aspects)

IV. The Courts
   - A. The Judicial System
     1. Local
     2. State
     3. Federal
     4. Juvenile courts
   - B. Law of Arrest
     1. Constitutional safeguards

2. Recent court decisions
C. Pre-trial Process
1. Booking
2. Preliminary arraignment
3. Bail and detention
4. Grand jury
D. Trial Process
1. Adversary system
2. Plea bargaining
E. Post-trial Process
1. Disposition
2. Appeal
V. Corrections
A. Theories of Punishment and Rehabilitation
1. Community-based programs
2. Alcohol and drug programs
3. Youth programs
4. Recidivism
5. Mental health
B. Correctional Institutions
1. Federal, state, local
2. Adult, juvenile
3. Male, female
C. Alternatives to Institutionalization
1. Probation
2. Parole
VI. Research Areas and Current Trends
A. Technological Advances
B. Governmental Commissions
C. Funding Agencies
1. Governmental
2. Private
D. Professionalization
1. Training programs
2. Educational programs
3. Unionization
VII. Careers in Criminal Justice
A. Employment Opportunities
B. Employment Standards (physical, educational, moral)
C. Civilianization
D. Para-professionals

SUGGESTED STUDY AID

A study aid may be ordered free from:

College Proficiency Examination Program – Study Guides
New York State Education Department
99 Washington Avenue
Albany, New York 12230

CPE COMMITTEE IN INTRODUCTION TO CRIMINAL JUSTICE

J. Thomas Accuosti, *Hudson Valley Community College*
Peter Grimes, *Nassau Community College*
George Lankes, *Erie Community College*
Lawrence Lynch, *Onondaga Community College*
Edward Morgan, *State University of New York at Buffalo*
Mildred Shannon, *John Jay College of Criminal Justice of The City University of New York*

CRIMINAL INVESTIGATION

Credits: 3

The College Proficiency Examination in Criminal Investigation consists of content material typically covered in a one-semester course in criminal investigation. Such a course is usually offered at the second-year level of an associate of baccalaureate degree program.

OBJECTIVES

The examination focuses upon the elements of criminal investigation. It is expected that the candidate has developed a basic understanding of investigative methods and techniques.

CONTENT

I. Historical Development of Criminal Investigation
   A. European precidents
      1. Henry Fielding
      2. John Fielding
      3. Alphonse Bertillon
   B. History of criminal investigation in America
      1. Development of private agencies
      2. Development of governmental agencies

II. The Criminal Investigator
   A. Role
      1. Preliminary or initial investigation
      2. Continuing of follow-up investigation
   B. Personal attributes

III. Elements of Investigation
   A. Obtaining information
      1. Investigator's notebook
      2. Interviewing of witnesses
      3. Interrogating of suspects
      4. Investigator's use of informants
      5. Other sources of information
   B. Recording of information
      1. Report writing
      2. Admissions, confessions, and written statements
      3. Recording interviews and interrogations
   C. Legal aspects of criminal investigation
      1. Search and seizure
      2. Rules of evidence
      3. Court decisions
   D. Crime Scene
      1. Preservation and protection of crime scene
      2. Crime scene search (photographing, sketching, necessary equipment)
      3. Physical evidence (types, value, methods of identification, care and control)
      4. Specific crimes (against property, against person)
   E. Special investigative techniques
      1. Surveillance
      2. Undercover assignments
      3. Special investigations (e.g., victimless crimes, white-collar crime, organized crime)
   F. Crime laboratory
      1. Role of criminalist
      2. Technical services to the investigator
      3. Scientific evaluation of evidence
   G. Courtroom testimony
      1. Case preparation
      2. Investigator as witness

SUGGESTED STUDY AID

A study aid may be ordered free from:

College Proficiency Examination Program – Study Guides
New York State Education Department
99 Washington Avenue
Albany, New York 12230

CPE COMMITTEE IN CRIMINAL INVESTIGATION

J. Thomas Accuosti, *Hudson Valley Community College*
Peter Grimes, *Nassau Community College*
George Lankes, *Erie Community College*
Lawrence Lynch, *Onondaga Community College*
Edward Morgan, *State University of New York at Buffalo*
Mildred Shannon, *John Jay College of Criminal Justice of The City University of New York*

BACHELOR OF SCIENCE (BUSINESS ADMINISTRATION)

REGENTS EXTERNAL DEGREE EXAMINATIONS

The Regents External Degree Examinations in business generally are used to satisfy requirements of the Regents External Degree program leading to the Bachelor of Science (business administration) degree. However, they may be applied toward college credit or used to satisfy elective requirements for other Regents External Degrees.

The Level I examinations cover the content which is typically included in introductory-level college courses or core courses of a collegiate business program. The Level II examinations include the content which students are expected to have mastered if they have studied beyond the introductory or required level but have not satisfied their institution's requirements for a major concentration in the area. A Level III examination is designed to measure competence at a level comparable to that attained by students who have received a baccalaureate degree with a major concentration in the area being tested. Examination descriptions follow.

NOTE: Effective in 1976, all Level III business examinations will be administered only in May and November of each year. All other Regents External Degree business examinations will be administered in February, May, August and November of each year.

Turn to Last Page of this Catalog to Order
College Proficiency and
Regents External Degree
Study Guides

ACCOUNTING (LEVEL I)

OBJECTIVES

The Level I Regents External Degree Examination in Accounting is designed to test achievement equivalent to that attained in a first-year, two-semester, college-level course in accounting. The candidate will be expected to show an understanding of accounting concepts, principles, and procedures and to demonstrate the ability to use appropriate techniques in recording, analyzing, and summarizing financial data, and to interpret and report financial results.

CONTENT

I. Fundamentals of Accounting
   A. The accounting function
   B. Principles and procedures, including
      1. the accounting cycle
      2. transaction analysis
      3. summarizing and reporting results
         a. periodic adjustments
         b. the chart of accounts
         c. general ledger
         d. special journals
         e. subsidiary ledgers
         f. trial balances
         g. worksheets
         h. financial statements

II. Valuation and Analysis of Accounts
- A. Cash and bank transactions
- B. Receivable and bad debts
- C. Inventories
- D. Fixed assets and depreciation
- E. Miscellaneous assets
- F. Payables and accrued liabilities
- G. Capital stock issuances and recording
- H. Retained earnings, income, and dividends

III. Systems, Costing, and Reporting
- A. Accounting systems and internal control
- B. Implications of electronic data processing
- C. Cost accounting concepts and types of cost systems
- D. Types of financial reports

IV. Analysis and Interpretation
- A. Break-even analysis
- B. Analysis for decision making
- C. Analysis of financial statements
- D. Funds statements
- E. Effect of entity income taxes

SUGGESTED STUDY AID

A study aid may be ordered free from:

Regents External Degrees -- Study Guides
99 Washington Avenue
Albany, New York 12230

ACCOUNTING (LEVEL II)

OBJECTIVES

The Level II Regents External Degree Examination in Accounting is designed to test achievement in subject matter usually found in two courses in intermediate or advanced accounting and one course in cost accounting. Candidates are expected to know concepts, terminology, and have ability to apply such knowledge to the areas of intermediate financial accounting and cost accounting. The candidate will be expected to demonstrate both comprehensive and detailed knowledge of the following content areas. This is a four-hour examination.

CONTENT

I. Theory
- A. Income Concepts
  1. Accrual vs. cash basis
  2. The matching concept
  3. Ordinary vs. extraordinary income
  4. Other topics typical of an intermediate level
- B. Alternative Valuation Bases (at an intermediate level)
- C. Measurements of Assets, Liabilities, and Owner's Equity (e.g., AICPA pronouncements)

II. Cost Accounting
- A. Standard Cost (Variances)
- B. Questions of pricing and costing
- C. Variable costing and absorption
- D. Budgeting: Capital and Operating
- E. Cost allocation
- F. Distribution costs

III. Problems in Selected Accounting Topics
- A. Dissolution and distributions
  1. Individual proprietorship
  2. Partnerships
  3. Corporations
- B. Cash flow and fund statement
- C. Analysis of financial statements
- D. Revenue recognition
- E. Nonprofit organization
- F. Bank reconciliation
- G. Valuation Problems: Securities, Inventory, Assets, Depreciation, Amortization, etc.

SUGGESTED STUDY AID

A study aid may be ordered free from:
Regents External Degrees -- Study Guides
99 Washington Avenue
Albany, New York 12230

ACCOUNTING (LEVEL III)*

OBJECTIVES

Three separate examinations have been developed to cover the major areas of concentration for the Accounting Level III requirement. All three examinations must be completed successfully to satisfy the Accounting Level III examination. Each is a three-hour examination (total: nine hours). They may be taken in any order, during the same or different test administrations.

The Level III Regents External Degree Examinations in Accounting are designed to test achievement in subject matter equivalent to that covered in a baccalaureate business program in Accounting. The examinations demand a sophisticated, in depth approach to questions involving the interpretation and integration of data as well as supportative and critical argumentation.

Accounting Level III – Area I (Business Law and Federal Income Taxation)

CONTENT

I. Business Law
   - A. Commercial paper
   - B. Business organizations
   - C. Suretyship
   - D. Wills, trust, estates
   - E. Property
   - F. Bankruptcy
   - G. Securities law
   - H. Secured transactions
   - I. Contracts
   - J. Antitrust legislation
   - K. Truth in Lending Act
   - L. Sales
   - M. Accountant's responsibility (including ramifications of environmental law)
   - N. Insurance
   - O. Employer/employee relationships (labor legislation)

Federal Income Taxation – taxable income, deductions, exemptions and income tax will be considered for the following:

- A. The individual taxpayer
- B. Corporations, including subchapter S corporations and simple reorganizations
- C. Partnerships

Accounting Level III – Area II (Auditing and Cost Analysis)

CONTENT

I. Auditing
   - A. Generally accepted auditing standards
   - B. Audit programs & procedures
     1. Evaluation of internal control
     2. Data processing, computer systems, statistical and mathematical techniques
     3. Evidence
   - C. Auditor's report
   - D. Professional ethics & responsibility

II. Cost Analysis
   - A. Cost accounting
     1. Standard cost (variances)
     2. Question of pricing and costing
     3. Variable costing and absorption
     4. Budgeting: capital and operating
     5. Cost allocation
     6. Distribution costs
   - B. Responsibility accounting v. cost allocations
   - C. Application of quantitative methods to cost analysis
   - D. Capital budgeting; return on investment
   - E. Product, period, imputed costs
   - F. Special costing analysis, joint costs, waste and spoilage, distribution costs

Accounting Level III – Area III (Advanced Theory and Special Topics)

CONTENT

I. Advanced Theory
   - A. Income concepts
     1. revenue recognition – methods and applications (e.g., cash, accrual, installment, consignment)
     2. economic vs. accounting income
   - B. Valuation Bases (e.g., cost, market, present value)
   - C. Measurements
     1. foreign exchange
     2. earnings per share

*Effective in 1976, the Level III Accounting examinations will be administered only in May and November of each year.

3. tax allocations
4. current value adjustments
5. other measurement topics

D. Issues covered by the professional literature within the last two years (e.g., *Journal of Accountancy*)

II. Special Topics

A. Corporations
1. mergers, consolidations, and acquisitions
2. stockholders' equity and debt structure
3. reorganization and liquidation

B. Partnerships: Organization, Operation, Dissolution

C. Fiduciary Accounting: Estates and Trusts

D. Fund Accounting

E. Financial Statements: Form, Content, Analysis, and Interpretation

SUGGESTED STUDY AID

A study aid may be ordered free from:

Regents External Degrees – Study Guides
99 Washington Avenue
Albany, New York 12230

REGENTS EXTERNAL DEGREE SUBCOMMITTEE IN ACCOUNTING

Donald Bourque, *State University of New York at Albany*
Frank Fernandez, *LeMoyne College*
Susan Hamlen, *State University of New York at Buffalo*
Bertrand Horwitz, *State University of New York at Binghamton*
Frank W. Kolmin, *State University of New York at Albany*
Neale Kurlander, *Adelphi University*
James S. Schindler, *State University of New York at Buffalo*
Philip Wolitzer, *Long Island University*

FINANCE (LEVEL I)

OBJECTIVES

The Level I Regents External Degree Examination in Finance is designed to measure knowledge of the areas of corporation finance and money and banking. The content of the examination is comparable in scope and degree of sophistication to the content of a sequence of introductory level college courses. In each area, the examination tests for a knowledge of facts and terminology, and understanding of basic concepts and when appropriate, an ability to obtain quantitative solutions to problems. Questions on money and banking require an analytical as well as a descriptive knowledge of the area, and questions in both areas assume an understanding of the principles of macro-economics and micro-economics.

CONTENT

I. Money and Banking

A. Money and Credit
1. The role of money
2. Current monetary system of U.S.
a. Money supply: currency and deposits
b. Gold standard and gold exchange standard
3. Credit and credit instruments
a. 3 C's of credit: character, capacity, collateral
b. Classification of credit
c. Credit instruments

B. Financial Institutions
1. Types of institutions and their functions
2. Monetary vs. non-monetary institutions
3. Role of financial institutions in the credit markets

C. Credit Creation and Control
1. Federal Reserve System
2. Process of deposit creation and the role of bank reserves

3. Instruments used to control deposit creation
   a. Open market operations
   b. Changes in the reserve requirement
   c. Changes in the rediscount rate

D. Monetary Theory
1. Quantity theory of money
2. Interest rate determination
   a. Liquidity preference theory
   b. Loanable funds theory
   c. Yield curves

E. Elements of International Finance
1. Balance of payments
2. International Monetary Fund
3. Exchange rates

II. Corporation Finance

A. Functions and Concepts of Financial Management
1. Object of financial management: risk vs. profitability
2. Functions: planning, control, budgeting
3. Measurement of risk
   a. Financial risk
   b. Operation risk
   c. Relationship between leverage and risk

B. Tools of Analysis
1. Equalization of marginal revenue to marginal cost
2. Ratio analysis
   a. Measurement of profitability
   b. Measurement of efficiency
   c. Measurement of liquidity and solvency
3. Sources and uses of funds
4. Pro-forma statements

C. Management of Assets (CONCEPTS, NOT FORMAL MATHEMATICAL MODELS)
1. Cash management
2. Accounts receivable
3. Inventory management
4. Working capital management
5. Fixed assets management (replacement, depreciation)

D. Management of Liabilities (CONCEPTS ONLY)
1. Short-term liabilities (trade credit vs. credit from financial institutions)
2. Intermediate liabilities (lease liabilities)
3. Long-term liabilities (types of debt instruments and their provisions)

E. Equity Capital
1. Preferred stocks
2. Common stocks

F. Present Value and Capital Budgeting
1. Marginal efficiency of capital
2. Present value computations
3. Different capital budgeting methods
   a. Pay back period
   b. Average rate of return
   c. Net present value method
   d. Internal rate of return

G. Cost of Capital
1. Cost of debt capital
2. Cost of preferred stock
3. Cost of equity capital (common stocks, internally generated equity)
4. Average cost of capital

SUGGESTED STUDY AID

A study aid may be ordered free from:

Regents External Degrees – Study Guides
99 Washington Avenue
Albany, New York 12230

FINANCE (LEVEL II)

OBJECTIVES

The Level II Regents External Degree Examination in Finance is designed to measure knowledge of the following areas: advanced corporation finance, security analysis and portfolio management, and financial institutions and markets. The examination contains material which is usually covered by two or three undergraduate finance courses beyond the introductory level. It will test for knowledge and application of factual material, and for the ability to integrate facts and concepts in responding to a given situation. The candidate will be expected to solve computational problems and to analyze case studies, and he should be aware of the variables operating within a situation. This is a four-hour examination.

CONTENT

I. Advanced Corporation Finance
  A. Capital Budgeting
    1. Comparison of the four basic methods using various criteria
    2. Capital budgeting under conditions of uncertainty
    3. Capital rationing and the profitability index
  B. Cost of Capital
    1. Different models to explain cost of capital (net income, net operating income, traditional)
    2. Comparison of the different approaches to cost of capital
  C. Valuation of Financing Instruments
    1. Different concepts of value
    2. Valuation of preferred stock
    3. Valuation of common stock
    4. Valuation of bonds
    5. Valuation of hybrid securities
  D. Mergers, Consolidations, and Reorganizations
    1. Acquisition vs. pooling of interests
    2. Merger as a growth strategy
    3. Valuation problems in mergers
    4. Reorganization vs. liquidation

II. Security Analysis and Portfolio Management
  A. Objectives of Portfolio Management
    1. Risk vs. return: types of risk and return
    2. Concept of individual investment requirements and objectives
  B. Tools for Security Analysis
    1. Present value
    2. Forecasting processes (indicators, regression analysis, time series analysis)
    3. Analysis of accounting procedures and reports
  C. Types of Securities
    1. Bonds (types of issuers, characteristics of the issues)
    2. Stocks (types of issuers, characteristics of the issues, risk and return assessment, tax considerations)
  D. Security Markets
    1. Primary markets
    2. Secondary markets
    3. Investment banking
  E. Portfolio Management
    1. The nature of investors' requirements
    2. Principle of diversification
    3. Investment policy of financial institutions

III. Financial Institutions and Markets
  A. Role of Financial Institutions and Markets in the Economy
    1. Credit creation: supply
    2. Credit allocation: demand
    3. Institutionalization of savings
  B. Management of Assets and Liabilities of Financial Institutions
    1. Liquidity management (reasons for differences in rates, e.g., risk, service cost, maturity)
    2. Management of other assets including loans and investments
    3. Nature of liabilities and their management by different financial institutions
  C. Money and Capital Markets and Interest Rate Determination
    1. Operations of money and capital markets
    2. Pure interest rate and its determinants
      a. flow of savings
      b. investment demand
      c. government fiscal policy
      d. liquidity preference
    3. Structure of interest rates
  D. International Aspects of Financial Markets
    1. Relationship between balance of payments and exchange rates
    2. Reasons for international capital flows

SUGGESTED STUDY AID

A study aid may be ordered free from:

Regents External Degrees – Study Guides
99 Washington Avenue
Albany, New York 12230

FINANCE (LEVEL III)*

OBJECTIVES

The Level III Regents External Degree Examination in Finance is designed to measure a candidate's knowledge of finance at a depth and level of sophistication expected of an individual who has earned a baccalaureate degree with a major concentration in this field. The candidate will be expected to demonstrate a broad understanding of the principles of finance and of the interrelatedness of the separate areas of finance. He or she will be expected to discuss controversial issues in a manner which demonstrates knowledge of various viewpoints and an awareness of the strengths and weaknesses of each. The candidate should be able to apply analytic tools and measures of financial performance, and will be expected to discuss the advantages and disadvantages of alternative solutions to current financial problems. This is a seven-hour examination.

CONTENT

I. Advanced Corporation Finance – The candidate must demonstrate a thorough knowledge of existing theories and practices in the area of financial management.
   A. The Objectives of Financial Decisions
      1. To maximize stockholders' wealth
      2. Other goals: social, managerial, etc.
   B. Investment Decisions
      1. Management of current assets
         a. cash
         b. inventory
         c. accounts receivable
      2. Management of fixed assets
         a. Criteria in capital budgeting decisions
            (1) the deterministic cash flows
            (2) the risky cash flows
               (a) the certainty equivalent approach
               (b) the risk adjusted discounted rate approach
               (c) the decision tree approach
               (d) the portfolio risk approach
         b. The determination of hurdle rates
         c. Capital budgeting under rationing
   C. Value, Cost and Capital Structure
      1. Valuation of common shares
         a. The no-growth model
         b. The constant rate of growth model
         c. The Gordon Model
         d. The Walter Model
         e. The effect of dividend policy
      2. Cost of capital
         a. Measuring the cost of the components of capital
         b. Measuring the average cost of capital
      3. The relationship of value, cost and capital structure
         a. The net income approach
         b. The net operating income approach
         c. The traditional theory
         d. The Modigliani-Miller Theory
      4. Hybrid security models
         a. Options and warrants
         b. Convertible bonds
      5. Lease financing
   D. Financial Planning and Analysis
      1. Short- and long-term financial planning
      2. Static analysis
         a. Ratio analysis
         b. Flow of funds analysis
         c. Break-even analysis
            (1) operating leverage
            (2) financial leverage
         d. Dynamic Analysis
            (1) linear programming
            (2) dynamic programming
   E. Selected Topics
      1. Mergers and requisitions
      2. Holding companies
      3. Financial reorganization

II. Financial Institutions and Markets – The candidate is expected to demonstrate an ability to use his knowledge in analyzing practical, real situation problems, and to make suggestions for realistic solutions or methods of improvement.
   A. Management of Assets and Liabilities of Financial Institutions
      1. Types of institutions: commercial banks, life insurance companies, savings banks, savings and loan associations, pension funds, investment banks, brokerage houses, credit unions, mutual funds

*Effective in 1976, the Finance (Level III) examination will be administered only in May and November of each year.

2. Sources and uses of funds of specific financial institutions
3. The business environment and asset-liability management of financial institutions

B. Money and Capital Markets and Interest Rate Determination
1. Changing structure of money and capital markets in the U.S.: role importance of specific financial institutions
2. Interest rate determination
   a. alternative theories
   b. imperfections and influence on competition
3. Interest rate structure and efficiency of financial market operations: the influence of government-regulation and open-market operations

C. International Aspects of Financial Markets
1. International role of the major financial markets
2. Eurocurrency market
3. Foreign bonds and Eurobonds

D. Government Regulation of Institutions and Securities Markets
1. Regulation of new issues
2. Regulation of secondary trading
3. Regulation of financial institutions and stock exchanges

III. Security Analysis and Portfolio Management – The candidate is required to demonstrate an understanding of theoretical issues as well as technical tools and means of analysis. He should possess an understanding of the organization of the market, the types of assets traded in the market, the institutions and/or individuals operating in the market and the interrelationships between these. The candidate should be familiar with the impact of government on the market and its repercussions on the means of analysis. He should be familiar with theories and models of portfolio management.

A. Objectives of Security Analysis and Portfolio Management
1. Organization of the money and capital markets
2. The basic relationship between return and risk
3. The need for security analysis
4. Investment behavior vs. speculative behavior
5. Objectives of investment portfolios
6. Management of investment portfolios
7. The dimension of time

B. Tools of Security Analysis
1. The analysis of financial statements
2. Flow of funds analysis
3. Ratio analysis
4. Projection and forecasting: growth of earnings and dividends
5. Input-output analysis
6. Analysis of stock price movements
7. Life cycle analysis
8. Business cycle analysis
9. Leading and lagging indicators
10. Monetary indicators
11. The impact of government: fiscal and monetary policy

C. Types of Securities
1. Fixed income securities
   a. The term structure of interest rates
   b. Maturity
   c. Quality ratings
   d. Risks associated with fixed income securities: inflationary risk, price risk, call risk, default risk
   e. Valuation of fixed income securities
2. Hybrid securities
   a. Convertible bonds and convertible preferred stock
   b. Warrants and options
   c. Contracts and futures
   d. Valuation of hybrid securities
   e. Income determination with complex capital structures: primary and fully diluted earnings per share
3. Common stocks
   a. Valuation models of common stock
   b. Capital appreciation vs. dividend yields
   c. Technical analysis
   d. Filter rules
   e. Random walk vs. intrinsic value
4. Security markets
   a. Major stock exchanges
   b. Dealer, broker, specialist
   c. The investment banker
   d. The institutional investors
   e. Efficient market hypotheses: weak form, semi-strong form, strong form
5. Portfolio Management
   a. The expected utility maxim vs. risk-return efficiency
   b. The mathematics of diversification
   c. The Markowitz-Sharpe portfolio model
   d. Multi-index models
   e. Ways and means of diversification: traditional, random, and efficient

SUGGESTED STUDY AID

A study aid may be ordered free from:

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99 Washington Avenue
Albany, New York 12230

REGENTS EXTERNAL DEGREE SUBCOMMITTEE IN FINANCE

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MANAGEMENT OF HUMAN RESOURCES (LEVEL I)

OBJECTIVES

The Level I Regents External Degree Examination in Management of Human Resources is designed to measure knowledge of individual and group behavior, organization dynamics, the functions of management, and the development of management thought. The content of the examination is comparable in scope and degree of sophistication to the content of a two-semester, introductory-level sequence of college courses. The examination content is concerned with the study of human relations and not with a description of various personnel functions. The examination tests for a knowledge of facts and terminology and an understanding of concepts and theories which are basic to the study of human relations.

CONTENT

I. Development of Management Thought
   - A. The scientific management movements (Taylor, Fayol, etc.)
   - B. The Human Relations School (Mayo, Follet, Roethlesburger, Dixon)
   - C. Labor union movement, 1840-1947
   - D. Integrative movement (Barnard, Simon, Drucker)
   - E. Participative movement (McGregor, Likert)
   - F. Systems approach (Johnson, Kast, Rosensweig, Seiler, Carzo, Yanouzas)

II. Functions of Management – The Manager's Job and the Process of Management
   - A. Planning (goals, objectives, policies)
   - B. Directing (delegating)
   - C. Organizing (structure, types, purpose)
   - D. Staffing (personnel administration)
   - E. Controlling (budgeting)
   - F. Decision making
   - G. Coordinating and communicating
   - H. Evaluating

III. Individual and Group Behavior
   - A. Leadership
     1. History
     2. Styles
     3. Role and behavior
   - B. Work Group
     1. Formal organization
     2. Informal organization
   - C. Motivation
     1. The theories of motivation (McGregor X-Y, Maslow, Herzberg, etc.)
     2. The effects of motivation on
        a. Effort
        b. Work
        c. Productivity
        d. Morale
   - D. Conflict and agreement
     1. Influence
     2. Affiliation
     3. Status and role perception
     4. Labor unions and collective bargaining
   - E. Communications and communication systems

1. Attitudes
2. Feedback
3. Formal communication
4. Interviewing
5. Listening
6. Media (means)
7. Perception
8. Rumors and grapevine
9. Understanding

F. The individual and the organization
1. Creativity versus the organizational man
2. Goals
3. Managerial grid
4. Need satisfaction
5. Perception
6. Status
7. T-groups

G. Training, manpower planning and management development
1. Skill training
2. Supervisory development
3. Managerial development
4. Job design
5. Job enlargement
6. Job enrichment
7. Job evaluation
8. Promotion
9. Seniority
10. Transfer
11. Incentives
12. Career traits
13. Salary administration
14. Methods improvement
15. Work measurement

IV. Organization Dynamics
A. Authority and responsibility
B. Span of control
C. Unity of command
D. Chain of command
E. Organization design and structure
F. Line and staff
G. Delegation
H. Centralization and decentralization
I. Organizational change
1. Environment
2. Internal and external
J. Organizational types
1. Geographic
2. Matrix
3. Product
4. Project
K. Organizational goals
1. Individual goals
2. Society goals
3. Board of Directors
4. The publics

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MANAGEMENT OF HUMAN RESOURCES (LEVEL II)

OBJECTIVES

The Level II Regents External Degree Examination in Management of Human Resources is designed to measure knowledge of the following areas: management theories as they relate to management practice; the functions of management; individual and group behavior; and organization dynamics. The examination contains material which is typically covered in such courses as management behavior, organization theory, group behavior, industrial psychology, etc. The examination will test for knowledge and application of factual material, and for the ability to analyze situations and case studies. This a four-hour examination.

CONTENT

Specific topics covered on the examination include:

1. Maslow's need theory
2. Motivation hygiene: Herzberg
3. The individual and the organization: Argyris
4. Achievement motivation: McClelland
5. New patterns: Likert
6. The X-Y Theory: McGregor
7. Labor unions and collective bargaining
8. The manager's role
9. Leadership
10. Formal and informal organizations
11. Communication
12. Sensitivity training
13. Training and management development

14. Job enlargement
15. Job enrichment
16. Wages and salary
17. Technology and job satisfaction
18. Organizational development
19. Organizational change
20. Organization structure
21. Complex organizations
22. Modern Organizations
23. Group dynamics
24. Employment discrimination
25. Management audit and appraisal
26. The Board of Directors' role

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MANAGEMENT OF HUMAN RESOURCES (LEVEL III)*

OBJECTIVES

The Level III Regents External Degree Examination in Management of Human Resources is designed to test the candidate's knowledge and understanding of the concepts, principles, practice, and applications of human resources management. It is designed to measure the knowledge expected of a recent graduate from a baccalaureate business program who has majored in human resources management.

Candidates are expected to demonstrate a sophisticated approach to current business problems. They should be able to identify a business problem and discuss it thoroughly, using practical applications of the knowledge acquired through study for the Level I and II examinations in this field. Candidates should be able to view and understand a business problem within the totality of managing a complex organization. They should be able to apply knowledge of content to specific situations, e.g., to answer questions which refer to a specific case study. They may be asked to analyze readings or different points of view, or be called upon to make judgments and to support these judgments with relevant material from the subject area. They should be able to demonstrate clear and logical thinking in written discussions. This is a seven-hour examination.

CONTENT

I. Evolution of Management Thought
   A. Comparative analysis of management movements
      1. The Human Relations School
      2. The Scientific Management movements
      3. Labor Union movement
      4. Integrative movement
      5. Participative movement
      6. Systems approach
   B. Development and evolution of individual management movements
   C. The effect of management movements on current management thinking: to what extent managerial theories apply to situations today
   D. Contributions of management movements
   E. Criticisms of individual management movements

II. Functions of Management
   A. Identification of management functions: planning, directing, organizing, staffing, controlling, decision making, coordinating, communicating, evaluating
   B. The way in which a manager functions
      1. individual and combined processes
      2. the manager's behavior
      3. behavioral adaption to specific situations (e.g., reorganization of company, effective change of personnel)

III. Individual and Group Behavior
   A. Description of different behavioral theories, and how these theories relate to productivity and management

* Effective in 1976, the Management of Human Resources (Level III) examination will be administered only in May and November of each year.

B. Comparative analysis of theories of motivation
C. Leadership, including techniques to determine leadership style
D. Work group
E. Conflict and agreement
F. Communications and communication systems
G. The individual and the organization
H. Training, manpower planning and management development

IV. Organization Dynamics
A. Knowledge of organization dynamics (e.g., authority and responsibility, chain of command, delegation, organizational types)
B. Interrelationship with functions of management
C. Application to current business problems

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REGENTS EXTERNAL DEGREE SUBCOMMITTEE IN MANAGEMENT OF HUMAN RESOURCES

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MARKETING (LEVEL I)

OBJECTIVES

The Level I Regents External Degree Examination in Marketing is designed to measure knowledge of the principles of marketing. The content of the examination is comparable in scope and degree of sophistication to the content of a one-semester, introductory-level college course. The examination content is concerned with marketing principles and not salesmanship or advertising, and the examination tests for a knowledge of facts and terminology and an understanding of basic concepts and fundamental principles.

CONTENT

I. The Role of Marketing in the Economy
A. What is marketing?
B. Distinguish between goods and services
C. An economic view
1. Buyer-seller exchange
2. Price/cost of marketing
3. Economic forms of utility

II. Marketing Management and the Marketing Concept
A. Role of management and marketing management
B. Functions of marketing management
1. Setting goals (company vs. personal goals)
2. Planning strategy and devising tactics
3. Control and feedback
4. Coordination of manpower
5. Delegation of authority
6. Performance appraisal
C. Marketing concept
1. Historical development
2. Definition
3. Effect on organization and philosophy of the company

III. Consumer and Industrial Markets
A. Consumer behavior
1. Quantitative (i.e., demographics of the consumer market)
2. Qualitative (i.e., interdisciplinary models of behavior)
B. Market segmentation
1. Definition

2. Implementation
3. Demographic vs. psychological

C. Contrast consumer and industrial markets (i.e., derived demand, etc.)

IV. Analysis of Markets
A. Market research
B. Forecasting

V. Products
A. New product planning (i.e., product life cycle, etc.)
B. Product strategy (i.e., branding, etc.)
C. Packaging
D. Legal restraints

VI. Pricing
A. Pricing objectives and strategy
B. Pricing techniques
1. Cost and competitive demands
2. Geographical pricing
3. Examples of other pricing procedures
C. Discounting
1. Terms
2. Pricing arithmetic
D. Break-even analysis
E. Legal restraints

VII. Promotion
A. Goals
B. Advertising
1. Media
2. Types of appeal (i.e., rational, emotional)
C. Sales promotion techniques
1. Premiums
2. Point of purchase
3. Special offers
4. Trading stamps
D. Personal selling
1. Organization
2. Types (i.e., detail men, missionary men)
E. Legal restraints

VIII. Physical Distribution
A. Channels
1. Retailing
2. Wholesaling
B. Logistics
C. Legal restraints

IX. Legal and Social Issues
A. Consumerism and marketing ethics
B. National level (i.e., anti-trust, regulatory agencies)
C. State and local level (i.e., resale price maintenance, local ordinances)
D. Social responsibility

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MARKETING (LEVEL II)

OBJECTIVES

The Level II Regents External Degree Examination in Marketing is designed to test the candidate's ability to incorporate situational content in responding to well-defined questions rather than dealing exclusively with factual material. The candidate will be required to demonstrate a level of competence equal to that of a student who has successfully completed a *minor* in marketing. The examination, a four-hour test, will include questions from the following content areas:

CONTENT

I. Marketing Research
A. Defining the problem
B. Data sources
C. Sampling
D. Data collection
E. Analysis of data (nonstatisticals from the managerial viewpoint)

II. Marketing Communications
A. The role of communication
B. Advertising
1. Determining objectives
2. Organization of advertising: firm's and ad agency's
3. Budget determination and allocation
4. Media selection
5. The message
6. Evaluation and effectiveness
7. Sales promotion
C. Personal selling
1. Organizing the sales force
2. Motivating the salesman
3. Setting goals

4. Measuring performance
5. Search procedures

III. Distribution
A. Channel Policy
1. Strategies
2. Channel leadership
3. Contrasting goals of manufacturers, wholesalers, and retailers
4. Buying policies
5. Channel incentives and promotion
6. Trends in channels
B. Logistics

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MARKETING (LEVEL III)*

OBJECTIVES

The Level III examination in Marketing is *policy-directed*; it covers and *integrates* all aspects of managerial marketing. The marketing manager in a modern society operates within a system comprised of goals, marketing strategy and tactics, uncontrollable factors (e.g., competition, legal and social restrictions, the economy, technology), and the management process. These are the aspects of managerial marketing which candidates must integrate in their responses to questions and case studies presented on the Level III examination in Marketing.

Marketing has evolved from a stage where marketing was synonymous with selling or distribution to a philosophy in which marketing starts with the determination of consumer wants and needs and ends with the satisfaction of these wants and needs. This transition not only makes the role of the marketing manager more important, but also broadens the areas of marketing's involvement. Areas such as product planning, marketing research, and research and development take on a new and critical role given this broadened perspective.

Given the consumer as the focal point of modern marketing management, an analysis of the market is a prerequisite to strategy determination. The market, whether industrial or consumer, must be studied with regard to its characteristics: economic, cultural, psychological and social. For example, realization that different segments of the market have different psychological characteristics may lead to the conclusion to appeal to a specific segment rather than to the total market. Secondly, the market appeals must be based upon an analysis of markets; otherwise, the wrong market may be attracted.

Marketing strategy and tactics are based upon a combination of product, pricing, promotion and physical distribution variables subject to social and legal restraints. Thus, areas encompassed within marketing management include: new product planning, product policy, pricing and the law, advertising, personal selling, inventory management, and retailing.

The Level III examination consists of objective essay questions, incidents, and a case study. It is expected that a candidate's response to each marketing situation presented will demonstrate an appreciation of the complex interrelationships among the factors described above and an awareness of the impact of a marketing manager's decisions on each factor.

An objective essay is directed toward concepts. The candidate may be required to define a concept, contrast two different but related concepts, or apply a concept to arrive at a solution to a specific problem.

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*Effective in 1976, the Marketing (Level III) examination will be administered only in May and November of each year

An incident is directed toward the solution of a problem involving only one aspect of managerial marketing. The candidate is expected to suggest an action to resolve a problem and to justify that course of action.

A case study presents a problem involving a complex set of data and several aspects of managerial marketing. The candidate is expected to propose alternative solutions to the problem, discussing the strengths and weaknesses of each suggested solution, and justify the selection of one of the alternatives to resolve the problem. The solutions are expected to demonstrate a management strategy approach to the resolution of the problem; they should lead to the implementation of a policy or operational strategy.

This is a seven-hour examination.

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REGENTS EXTERNAL DEGREE SUBCOMMITTEE IN MARKETING

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OPERATIONS MANAGEMENT (LEVEL I)

OBJECTIVES

The Level I Regents External Degree Examination in Operations Management is designed to measure knowledge in the areas of production management and management science. Included on the examination are questions involving production management and an elementary understanding of vectors and matrices, integral and differential calculus, and descriptive and inferential statistics. The content of the examination is comparable in degree of sophistication to the content of several introductory-level college courses. The examination tests for a knowledge of facts and terminology, an understanding of fundamental concepts, and an ability to obtain quantitative solutions to a variety of problems.

CONTENT

I. Statistics

A. Correlation
1. Range of the correlation coefficient
2. Interpretation of the correlation coefficient
3. Computation of the correlation coefficient

B. Regression
1. Independent vs. dependent variables
2. Distinguish among the various types (e.g., linear, curvilinear, multiple)
3. Slope of regression line

C. Analysis of Variance
   1. Differentiate between the within and the between variation
   2. Interaction effect
   3. Interpretation of the F statistic
   4. Meaning of degrees of freedom

D. Probability
   1. Definition of terms
   2. Calculations involving different probability concepts (e.g., marginal, joint)
   3. Set theory
   4. Calculations involving random variables (e.g., expected value)

E. Distributions
   1. Frequency distributions vs. probability distributions
   2. Normal distribution
   3. Binomial
   4. Exponential and Poisson distributions

F. Hypothesis testing
   1. Null vs. alternative hypothesis
   2. One vs. two-tailed tests
   3. Specific test procedures

G. Non-parametric Procedures
   1. Situations where non-parametric procedures apply
   2. Specific non-parametric tests (e.g., chi-square)

H. Bayesian Analysis
   1. Basic terminology
   2. Computations

II. Mathematics

A. Linear Algebra
   1. Vectors
   2. Matrices
   3. Determinants
   4. Simultaneous equations

B. Calculus
   1. Calculations involving differential calculus
   2. Calculations involving integral calculus
   3. Difference equations
   4. Lagrange's multiplier

III. Operations Management

A. Production System Design
   1. Layout
   2. Material handling
   3. Human factors
   4. Methods analysis
   5. Work measurement
   6. Wage systems (time based vs. output based incentives)
   7. Job evaluation systems
   8. Computers and automation

B. Forecasting
   1. Purposes and understanding of forecasting requirements
   2. Recognition and application of the following techniques
      a. Least squares regression
      b. Use of various averages
      c. Exponential smoothing
      d. Seasonality techniques
      e. Indices
      f. Learning curves
      g. Subjective techniques

C. Scheduling Techniques
   1. Interpretation of Gantt charts, milestone charts, etc.
   2. PERT and CPM charts
   3. Linear programming

D. Quality Control
   1. Concepts underlying each of the following:
      a. Mean charts
      b. Range charts
      c. P - charts (proportion defective)
      d. C - charts
      e. Acceptance sampling charts
   2. Interpretation of the above

E. Inventory Management
   1. EOQ equation or chart (deterministic variables only)
   2. Reorder point (deterministic variables only)
   3. Probability concepts applied to uncertainties associated with EOQ and reorder points
   4. ABC method of classifying inventories

F. Procurement
   1. Make, buy, or lease decisions
   2. Concept of value analysis
   3. Determining sources of supply
   4. Determining prices and services

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OPERATIONS MANAGEMENT (LEVEL II)

OBJECTIVES

The Level II Regents External Degree Examination in Operations Management consists of material which should be familiar to undergraduate business students with a minor concentration in operations management. The candidate will be expected to have a sophisticated understanding of the concepts and techniques of operations management, and must be able to solve problems typically encountered in the field. The candidate will be expected to demonstrate a conceptual and practical understanding of the applications and limitations of frequently used analytic techniques. This is a four-hour examination.

CONTENT

I. Production System Design
  A. Material handling
  B. Work measurement
    1. Time study problem
      a. performance rating
      b. allowance factors
      c. pre-determined time standards
      d. MTM
    2. Work sampling problem
  C. Wage systems
    1. Wage determination
    2. Incentive systems (time based, output based)
  D. Job evaluation systems (e.g., point plan)

II. Forecasting Techniques: Their Applications and Limitations
  A. Least squares regression
  B. Use of various averages
  C. Exponential smoothing
  D. Seasonality techniques
  E. Indices
  F. Qualitative vs. Quantitative techniques

III. Production Planning
  A. PERT network
    1. Terminology
    2. Basic computations (e.g., critical path)
    3. Applications
    4. Limitations
  B. Linear programming
    1. Graphic solution
    2. Simplex
    3. Assignment problem
    4. Product mix problem
    5. Transportation problem
    6. Assumptions and limitations
  C. Plant Planning
    1. Location
    2. Layout, line balance
    3. Capacity
    4. Scheduling
    5. Maintenance

IV. Quality Control
  A. Charts (determine confidence or control limits)
    1. Mean
    2. Range
    3. P
    4. C
  B. Sampling
    1. Lot vs. process sampling
    2. Sample size determination
  C. Determine if process is under control (e.g., run tests)

V. Inventory Management
  A. EOQ (assumptions; solve problems)
  B. Reorder points
  C. Probablistic inventory models (i.e., decisionmaking under uncertainty)

VI. Queuing
  A. Limitations of the Queuing Procedure
  B. Application to Managerial Problems
  C. Concepts

VII. Statistical Decision-making
  A. Standard Parametric and non-parametric Techniques
  B. Bayesian Analysis

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OPERATIONS MANAGEMENT (LEVEL III)*

OBJECTIVES

The Level III Regents External Degree Examination in Operations Management is designed to measure the knowledge equivalent to that attained by a person who has earned a baccalaureate degree in business with a major concentration in Operations Management. In addition to demonstrating a knowledge of the content areas, candidates are expected to show a sophisticated approach in solving problems in Operations Management. They should be able to choose a specific approach to a problem (e.g., decide which technique or formula to use), to follow through with that approach, and to apply modifications to specific situations. They should be aware of the behavioral ramifications of choosing a particular approach to a problem, i.e., they should have a knowledge of the consequences of their choices. This is a seven hour examination.

CONTENT

I. Production System Design
  A. Work measurement techniques
    1. Appropriate choice of technique
    2. Behavioral ramifications
    3. The statistics of work sampling
  B. Wage systems and job evaluation systems
    1. Choice of wage system or job evaluation system
    2. Motivational ramifications
II. Forecasting Methodology
  A. Use of various averages, including least squares regression
  B. Exponential smoothing
  C. Index numbers and seasonal adjustments
III. Programming and Planning
  A. Linear programming
    1. Graphic solution
    2. Simplex
    3. Assignment problem
    4. Product mix problem
    5. Transportation problem
    6. Assumptions and limitations
  B. Network analysis
    1. Applications to scheduling
    2. Limitations of its use in scheduling
IV. Quality Control
  A. Choice of quality control methodologies
  B. Sample size determination
  C. Analysis of process variabilities
V. Inventory Management
  A. EOQ (assumptions, solve problems)
  B. Reorder points
  C. Probabilistic inventory models
    1. Simulation procedures
    2. Standard statistical techniques
VI. Queuing
  A. Applications of the queuing procedures
  B. Limitations of the queuing procedures
VII. Statistical Decisionmaking
  A. Sampling and sampling distributions
  B. Estimation
  C. Significance (hypothesis) testing
  D. Expectations and uncertainty
  E. Bayesian Analysis
  F. Common parametric and nonparametric tests
VIII. Simulation
  A. Random number tables
  B. Test for randomness
  C. Concepts and limitations
  D. Applications

SUGGESTED STUDY AID

A study aid may be ordered free from:

Regents External Degrees – Study Guides
99 Washington Avenue
Albany, New York 12230

REGENTS EXTERNAL DEGREE SUBCOMMITTEE IN OPERATIONS MANAGEMENT

Warren Balinsky, *State University of New York at Buffalo*
Natalie Calabro, *St. John's University*
Donald Calvert, *Canisius College*
Richard Hopeman, *Syracuse University*
William Stevenson, *Rochester Institute of Technology*

*Effective in 1976, the Operations Management (Level III) examination will be administered only in May and November of each year.

BUSINESS ENVIRONMENT AND STRATEGY

OBJECTIVES

The Regents External Degree Examination in Business Environment and Strategy is designed to test achievement in subject matter normally covered in two or three advanced-level courses dealing with business and society, business policy, and/or business strategy. The candidate will be expected to demonstrate an ability to integrate facts and concepts from various areas of study emphasized in business administration programs, and will be asked to respond to well-defined case studies or incidents requiring analysis or a justification of a particular course of action. The multiple choice items and brief essay questions contained in the examination are drawn from the following content areas:

CONTENT

I. The Manager and his Environment
  A. The External Environment as a constraining or supporting influence on Business Decision-Making
    1. Government and the corporation
      a. Feceral
        (1) The development of corporate power – the rise of the corporate enterprise
        (2) Restraints to corporate power
          (a) Legislative action
          (b) Judicial review
          (c) Regulatory agencies
          (d) Moral suasion
        (3) Supportive public policy and legislation (i.e., loan guarantees, fast tax write-offs, import restrictions, Lockheed-type situations, etc.)
      b. State and local
        (1) Legislation
          (a) Protective of the corporation (i.e., blue laws, fair trade law, etc.)
          (b) Minority (i.e., equal employment opportunity, encouraging minority enterprise, etc.)
          (c) Ecology legislation as it affects corporate policy and decision-making
          (d) Licensing
          (e) Zoning and the overlap of service districts (i.e., sewers, water)
          (f) Taxes
          (g) Other areas not listed in which corporate policy or decision-making is affected by state or local legislation
        (2) Urban redevelopment and revitalization
          (a) Restraints upon corporations
          (b) Opportunities for corporations
    2. Social responsibility to society
      a. Changing value systems
      b. Ethical considerations and their effect upon business decision-making
      c. Employment and changing attitude toward employee
        (1) Job security and retraining of displaced personnel
        (2) Technological changes and their effect upon employees
      d. Location theory
        (1) Impact upon community being left and community being entered
      e. Equal opportunity (female employees, minority groups)
      f. Corporate citizenship and leadership
        (1) Involvement in community planning and activities
        (2) Changing role of community leaders (from individuals to corporations)
      g. Protection of the environment
        (1) When viewed as a responsibility of the corporation and not forced by outside pressures
        (2) Cost of environment protection
      h. Relation to community action groups in terms of education, housing, civic improvement, etc.
    3. Consumerism
      a. History and development of consumerism as traced from
        (1) Books such as *The Jungle*, through
        (2) Economic action of consumer groups (i.e., boycotts, consumer co-ops) to
        (3) Naderism

b. Consumer organizations (long-lasting as well as single purpose groups)
c. Government support of consumer protection
(1) Creation of agencies for this purpose
(2) Protective Legislation

B. The Internal Environment from the decision-making view of the corporation
1. The Personality of the Organization as it influences decision-making
a. Goals (individual goals vs. corporate goals)
b. Philosophy of the corporation
c. History of the corporation
2. Corporate Resources as they influence decision-making
a. Human
b. Physical
c. Financial

II. Formulation of Corporate Policy and Strategy
A. The nature, definition, and purpose of policy
B. Levels of policy consideration
1. Overall corporate policy and the role of the board of directors
2. Functional policy in the areas of
a. Personnel
b. Production
c. Marketing (including research and development)
d. Financial
C. Mapping the corporate strategy (selecting among alternative strategies)
1. Corporate strategy and decision-making
2. Operational strategy and decision-making
a. Production
b. Personnel
c. Marketing
d. Financial

III. Application and Integration of the Bodies of Knowledge Outlined in I and II
A. Resolution of situations in which corporate policy is in opposition to functional policy
B. Formulation of corporate-level strategies requiring the integration of the function areas
C. Selection and justification of the choice of one strategy from several alternative strategies
D. Resolution of situations where policies or strategies are affected by environmental (external and internal) factors
E. Other examples of case studies or incidents requiring the integration and application of the considerations outlined in I and II.

SUGGESTED STUDY AID

A study aid may be ordered free from:

Regents External Degrees – Study Guides
99 Washington Avenue
Albany, New York 12230

REGENTS EXTERNAL DEGREE SUBCOMMITTEE IN BUSINESS ENVIRONMENT AND STRATEGY

Richard G. Brandenburg, *State University of New York at Buffalo*
Samuel E. Gluck, *Hofstra University*
L. Richard Oliker, *Syracuse University*
David J. Rachman, *Bernard M. Baruch College of The City University of New York*

EDUCATION

College Proficiency and Regents External Degree Examinations in education can be taken for college credit. The examinations, however, are also used to meet some or all of the credit hours in professional preparation required for New York State teacher certification or New York City teacher licensure. Three of the examinations yield graduate credits, and the remainder are undergraduate level examinations. For further information on using these examinations to meet teacher certification requirements see the Part IV section of this catalog.

Turn to Last Page of this Catalog to Order
College Proficiency and
Regents External Degree
Study Guides

EDUCATIONAL PSYCHOLOGY

Credits: 3*

The College Proficiency Examination in Educational Psychology is designed to sample the information conveyed in an introductory college course in educational psychology or in the psychological foundations of education. It is not designed to assess other products often obtained in such a course, e.g., experiences gained as a result of visiting classrooms and participating in tutorial situations with individuals and/or small groups of students.

OBJECTIVES

The candidates will be expected to demonstrate:

A. A knowledge of key terms and concepts and important persons associated with particular investigations or points of view.
B. The ability to read and use psychological information.
C. An acquaintance with key experimental and empirical studies which provide the basis for generalizations and principles of educational psychology and ability to interpret findings and apply them to specific classroom situations.
D. Knowledge of principles, generalizations and dominant theories; understanding of how they operate in actual practice; and ability to apply them to classroom situations.

CONTENT

I. Development
   A. Development as a product of maturation and learning (e.g., past experience of organism, changes in physical structure, new social-cultural demands)
   B. Rate of development (e.g., sex differences, within organism differences, individual differences)

* Examinations given up to Oct., 1972 were 6 credit examinations; thereafter, 3 credit examinations were given.

C. Direction of development (e.g., cephalo-caudal, proximo-distal, mass-specific)
D. Areas of development (e.g., physical, intellectual, social, emotional, moral)

II. Learning and Instruction
A. Nature and history of educational psychology (e.g., classical studies, aspects of psychological theory and research)
B. Definitions of learning and instruction
C. Various kinds of learning (e.g., facts, skills, concepts, creativity, values)
D. Motivation for learning (e.g., individual differences, goals, needs, rewards, interests)
E. Retention and Transfer (e.g., historical and recent views, factors influencing retention and transfer)
F. Instruction (e.g., materials and technology, programmed instruction, CAI, behavioral objectives)
G. Variables related to learning and achievement (e.g., individual differences, social-cultural, instructional practices)

III. Social, Cultural and Environmental Factors
A. Cultural (e.g., sex roles, racial differences, cultural changes affecting schools)
B. Socio-economic (e.g., class differences, characteristics, values and attitudes; aptitude differences; school achievement)
C. Personality organization (e.g., family influence, self-concept and role behavior, social learning, modeling)
D. Personal and social adjustment
E. Peer-group influences and values
F. School climates

IV. Measurement
A. Basic vocabulary
B. Characteristics of tests (e.g., reliability, validity)
C. Standardized tests: their nature, uses, limitations
D. Elementary statistical concepts (e.g., mean, median, standard deviation)
E. Educational evaluation (e.g., of pupils, types of test scores)
F. Elementary research concepts and procedures

SUGGESTED STUDY AID

A list of suggested readings, free upon request, is available from:

College Proficiency Examination Program – Study Guides
New York State Education Department
99 Washington Avenue
Albany, New York 12230

CPE COMMITTEE IN EDUCATIONAL PSYCHOLOGY

Howard Berkowitz, *State University of New York at Oneonta*
Gordon Fifer, *Hunter College of The City University of New York*
Richard Ripple, *Cornell University*
John Rosenbach, *State University of New York at Albany*

HISTORY OF AMERICAN EDUCATION

Credits: 3

The College Proficiency Examination in the History of American Education is designed to test the candidate's knowledge and understanding of the important events and developments on contemporary policy and practice in elementary, secondary, and higher education. The examination assumes preparation equivalent to that of students who have taken a one-semester college course in the history of American education.

OBJECTIVES

Candidates will be expected to demonstrate an ability to deal competently with the following types of issues and questions:

A. The nature and scope of the history of American education in both its formal and informal aspects; the influence of the social science disciplines and related areas on the historiography of the history of American education.
B. The relationships between education and the economy, social mobility and stratification, employment, and the family; the intellectual assumptions and theories of society that condition educational policies and practices.
C. The influence of the English-European heritage on American education.

It is recommended that candidates read one or more texts specifically on the history of American education. They should also study enough American and European history to be able to place educational themes in their proper historical contexts.

CONTENT

The candidate will be expected to be familiar with the events and developments in each major period listed below.

I. 1500-1800 The English-European influence on American education; the applications of education to meet the needs of the national state; the impact of the Scientific Revolution and the Enlightenment on education; the changing role of religion in education; elitism in a developing society.

II. 1600-1750 Education in colonial America; Puritan education; the varieties of "public" and private schooling available; the modification of English-European institutions in a novel colonial setting; pietistic and denominational education; immigration and the emerging problems of cultural pluralism; the educational significance of the Great Awakening; education in the rising American nation.

III. 1750-1850 The role of education in the creation of the American nation; the nature and scope of republican education (Franklin, Jefferson, etc.); the transformation from a republican to a democratic society; education and the emerging problems of urbanization and industrialization (modernization); utopian models for educational reform; education and nationalism; early reforms in higher education; new educational roles for women; foreign influences on American education.

IV. 1850-1914 Education and the search for a new social order; building school systems; emergence of school bureaucracies; the issue of ethnic and other minorities and their role in the social order; processes of secularization; the emergence of the modern university; the German influence on higher education; early progressivism in education; the systemization of the high school; reorientations in educational thought (William T. Harris, Edward C. Thorndike, G. Stanley Hall, John Dewey, and others).

V. 1914-1945 Impact of America's role as a world power; emergence of mass culture; Americanization of the immi-

grant; transformation of progressive education; schooling and the Great Depression; development of educational theories and their influence on practice, pragmatism, Freudianism, behaviorism, and experimentation.

VI. 1945-Present Impact of World War II on education; rejection of the premises of progressive education in the "Sputnik" period; expanding role of government in education; equal educational opportunity; student activism and the industrialization of education; the multiversity, the crisis in education today.

Among the topics with which the candidate should be familiar in each period are the following:

A. Informal Education (i.e., child rearing practices, apprenticeship training, newspapers, literature, politics, technology, museums, mass media, etc.)

B. Formal Education (i.e., infant schools, common schools, academies, religious training, secondary and higher education)

C. Educators (i.e., Cotton Mather, Benjamin Franklin, Thomas Jefferson, Horace Mann, Emma Willard, John Dewey, Maria Montessori, Jane Addams, etc.)

D. Philosophies of Education and Theories of Learning (i.e., humanism, pragmatism, scholasticism, behaviorism, existentialism, etc.)

E. Educational Legislation (i.e., the "Old Deluder Satan" Act of 1647, the Northwest Ordinance of 1787, the Morrill Act of 1862, the Smith-Hughes Act of 1917, the G.I. Bill of Rights of 1944, the Elementary and Secondary Act of 1965, etc.)

F. Significant Legal Decisions (i.e., Dartmouth College vs. Woodward (1819), Kalamazoo vs. State of Michigan (1875), Pierce vs. the Society of Sisters of the Holy Name (1925), Everson vs. Board of Education (1947), Brown vs. Board of Education of Topeka (1954), Serrano vs. Priest (1971), etc.)

SUGGESTED STUDY AID

A bibliography of recommended readings may be ordered free from:

College Proficiency Examination Program – Study Guides
New York State Education Department
99 Washington Avenue
Albany, New York 12230

CPE COMMITTEE IN HISTORY OF AMERICAN EDUCATION

Hyman Kuritz, *State University of New York at Albany*
Jonathan Messerli, *Fordham University*
Frederick Schult, *New York University*

PHILOSOPHY OF EDUCATION

Credits: 6 (graduate)*

(Graduate Level)

The College Proficiency Examination in Philosophy of Education assumes preparation equivalent to that of the student who has taken a two-semester college course in philosophy of education at the graduate level.

* The Philosophy of Education College Proficiency Examination given up to May, 1975, carried a six undergraduate credit recommendation. The new form, offered in August, 1975 and thereafter, is worth six graduate credits.

OBJECTIVES

Philosophy of Education attempts to unify two areas of study. On the one hand there is philosophy with the divergent views of philosophers as to what are the fundamental philosophic tools and problems; on the other hand there is education with its vast range of questions and issues upon which different emphasis is placed by different authorities.

This examination is interested in testing for a style of reasoning as well as familiarity with a body of formal knowledge. It is not sufficient to be able to handle the philosopher's distinctive tools or to be familiar with philosophic terminology, conceptual apparatus and methods. The candidate must be able to demonstrate an understanding of philosophical reasoning as it is applied to problems in the field of education. For example, since Plato's *Meno* is listed in the bibliography, a successful candidate must understand not only the general theme of the dialogue and the major theories in the work, but also the way Plato developed his thesis, the nature of his argument, his dialectical method, and the fundamental problems he posed about knowledge. This requires two kinds of abilities: knowing how to reason philosophically and knowing the issues surrounding important educational questions.

CONTENT

I. The candidate should be familiar with, and be able to apply to educational issues, the basic logical tools and conceptual methods of contemporary philosophy.
   - A. validity
   - B. ambiguity
   - C. vagueness
   - D. soundness
   - E. necessary and sufficient
   - F. necessary and contingent
   - G. equivocation
   - H. definition
   - I. nature of concepts
   - J. meaning
   - K. nature of argument
   - L. assumptions-presuppositions
   - M. category mistake
   - N. metaphor and analogy
   - O. dialectic
   - P. philosophical categories (e.g., epistomology and knowledge/belief, ethics, value, metaphysics)
   - Q. paradigm and criteria
   - R. explanation
   - S. deduction

II. The candidate will be expected to identify and deal with the distinctly philosophic aspects of such current topics as
   - A. Equal educational opportunity
   - B. Academic freedom
   - C. Learning by (through) experience
   - D. Practical syllogism
   - E. Training the mind (e.g., arguments, intelligence, skills)
   - F. Appraising educational research
   - G. Objectivity and subjectivity
   - H. Indoctrination
   - I. Moral education
   - J. Educational policy arguments

III. The candidate will be expected to be familiar with major philosophical positions that relate to educational theories, policies, and practices. Candidates should know the following works:
   - A. Plato. *Meno*, *The Republic*
   - B. Aristotle. *Politics* (Books V, VI, VII, VIII); *Nichomachean Ethics* (Book IV)
   - C. Rousseau. *Emile*
   - D. John Dewey. *Experience and Education*, *School and Society*
   - E. Alfred North Whitehead. *The Aims of Education*
   - F. Robert Brumbaugh & Nathaniel Lawrence. *Philosophers on Education: Six Essays on the Foundations of Western Thought*. San Jose, California: H. M. Gousha Co. (paperback)
   - G. William K. Frankena. *Three Historical Philosophies of Education: Aristotle, Kant, Dewey*. Chicago: Scott, Foresman & Company, 1965.

IV. The candidate should be familiar with and be able to apply to educational issues, the basic logical tools and conceptual methods of contemporary philosophy. In order to adequately respond to examination questions, candidates should be familiar with the following works:
   - A. Reginald D. Archambault, ed. *Philosophical Analysis and Education*. New York: The Humanities Press, 1967.
   - B. Samuel Gorovitz & Ron G. Williams. *Philosophical Analysis: An Introduction to Its Languages and Techniques*. 2d ed. New York: Random House, 1965. (paperback)
   - C. John Hospers. *An Introduction to Philosophical Analysis*. Englewood Cliffs, New Jersey: Prentice Hall, 1967.
   - D. Israel Scheffler, ed. *Philosophy and Education*. 2d ed. Boston: Allyn & Bacon, Inc., 1966.

CPE COMMITTEE IN PHILOSOPHY OF EDUCATION

M. I. Berger, *State University of New York at Albany*
D. Bob Gowin, *Cornell University*
Thomas F. Green, *Syracuse University*
Mary Anne Raywid, *Hofstra University*

PROFESSIONAL PREPARATION (Teaching Methods)

Foreign Languages – French, German, Italian, Russian, and Spanish **Credits: 3**

The Professional Preparation (Teaching Methods) test of the Modern Language Association's Foreign Language Proficiency Tests for Teachers and Advanced Students is administered by the Regents External Degree Program. This test is designed to test knowledge of teaching methods that are common to all foreign languages (with emphasis on the audio-lingual approach), and the knowledge of important developments in the field of language teaching. Questions, posed in English deal with such broad areas as objectives, teaching techniques, professional development, and evaluation. Test questions are in English.

A passing score on the Professional Preparation (Teaching Methods) examination may be accepted by the Teacher Certification Section of the Division of Teacher Education and Certification, New York State Education Department in lieu of 3 semester hours in professional education course work toward meeting teacher certification requirements. *Further information may be found under the foreign language examination description that follows.*

SUGGESTED STUDY AID

A Modern Language Association study guide containing sample questions for this examination may be ordered free from:

Regents External Degree Examinations – Study Aids
99 Washington Avenue
Albany, New York 12230

READING

The three College Proficiency Examinations in reading: *Reading Instruction in the Elementary School*, *Corrective and Remedial Instruction in Reading*, and *Diagnosis and Remediation of Reading Problems* (under development) are designed to accelerate the flow of qualified public school teachers into the reading field. They were developed by college faculty and specialists in the reading field to test the ability of candidates' knowledge of and ability to apply important concepts in reading education.

Institutions of higher education may grant college credit on the basis of acceptable grades on these three examinations in reading, but they are *primarily* designed to meet the reading content area requirements for teacher certification in New York State. It should be emphasized that acceptable grades on these CPE's alone cannot provide provisional or permanent certification for individuals.

The *Reading Instruction in the Elementary School* CPE is a six credit hour undergraduate-level examination. It was developed to help meet the March, 1971, mandate of the Board of Regents that effective January 1, 1972, all individuals seeking elementary school certification (N-6, N-9) on an individual basis be required to show evidence of six semester hours of course work in the teaching of reading. Individuals who have prepared in out-of-state programs, or who have not prepared for certification through an approved teacher training program in New York, can use this CPE to meet the six-credit requirement in reading instruction for elementary certification (N-6, N-9) or to satisfy professional education content requirements for other certification areas. (All other requirements for New York State certification must also be met by candidates planning to teach.) Part IV of this catalog provides further information on the use of CPEs for New York State certification or New York City licensure, and provides addresses for obtaining full data on such requirements.

The *Corrective and Remedial Instruction in Reading* and *Diagnosis and Remediation of Reading Problems* graduate-level examinations are designed to meet forthcoming New York State certification requirements for reading teachers. The first of these, *Corrective and Remedial Instruction in Reading*, will be administered for the first time in August of 1975. This examination, together with the *Diagnosis and Remediation of Reading Problems* examination (scheduled for August, 1976) will completely satisfy the reading content area requirements for certification of reading teachers in New York State. Individuals will, in addition, have to satisfy the other requirements for New York State reading teacher certification which are expected to be available from the Division of Teacher Education and Certification in late 1975.

Both the *Diagnosis and Remediation of Reading Problems* and the *Corrective and Remedial Instruction in Reading* CPEs carry a credit recommendation of nine semester hours of graduate credit; however, they cannot be used to meet New York State reading teacher certification requirements until *both* examinations have been passed, yielding a total credit recommendation of *eighteen* graduate credits.

Candidates interested in using any of the CPEs in Reading to satisfy New York State teacher certification requirements should contact the Division of Teacher Education and Certification to obtain a description of these requirements and to determine if the examination(s) can be applied in their cases. (See Part IV of this catalog for information on how to obtain specific information on New York teacher certification or New York City teacher licensure requirements.)

READING INSTRUCTION IN THE ELEMENTARY SCHOOL

Credits: 6
(undergraduate)

The College Proficiency Examination in Reading Instruction in the Elementary School assumes preparation equivalent to that of the student who has taken a two-semester college course in reading instruction in the elementary school (or a one-semester college course carrying up to six semester hours of credit).

Since January 1, 1972 all applicants for elementary school teacher certification in New York State, who have not completed an approved elementary teacher education program, have been required to show evidence of six semester hours of course work in the teaching of reading. One of the ways this requirement can be met is by successful completion of the CPE in Reading Instruction in the Elementary School.

OBJECTIVES

The examination is designed to test the candidate's ability to deal effectively with key terms and concepts associated with reading instruction. The examination will cover the following areas: assessment, goal setting, materials, and methodologies, instructional management, instruction, evaluation, parental role, school support staff, and personal responsibilities of the teacher.

CONTENT

I. The Program for Pupils
  A. Assessment (classroom diagnosis)
    1. Skills
      a. Informal Reading Inventory (I.R.I.)
      b. Standardized reading achievement tests (general)
      c. Book tests (commercial nonstandardized)
      d. Teacher-made tests
    2. Attitude and interests
      a. Classroom observation
      b. Attitude scales
      c. Interest inventories
      d. Conferences with pupils and parents
    3. Applications of reading by the pupil
      a. Information
      b. Pleasure

  B. Goal Setting (affective and cognitive domains)
    1. Determine realistic goals
      a. Assessment results
      b Diagnostic information
        (1) identify instructional groups
        (2) determine short-range and long-range goals for instructional groups
      c. Pupil goals (established by teacher-pupil conferences, teacher judgment, or school curriculum guides)
        (1) compare with goals for instructional groups
        (2) modify to meet needs of instructional groups
    2. Use of Goals in Planning Instruction
      a. Distinguish between
        (1) long-range and short-range goals
        (2) general and specific goals
      b. State goals clearly in forms most helpful for guiding instruction
      c. Specify measurable indicators of performance for goal achievement

  C. Identification and Selection of Instructional Material
    1. Commercially made materials
      a. Current basal programs and ancillary materials
      b. Kits and systems – readiness through grade 6
      c. Supplementary skills books
        (1) word recognition
        (2) comprehension
        (3) study skills
      d. Trade books and periodicals
      e. Games
      f. Audiovisual material and nonprint material
    2. Teacher-made and/or pupil-made materials
      a. Language experience charts/pupil journals and notebooks
      b. Work sheets (skills exercises)
      c. Games
      d. Informal assessment materials
      e. Art and construction activities

  D. Methodologies – Techniques
    1. Basal readers

a. Phonic
b. Linguistic
c. Programmed
d. Eclectic

2. Individualized reading
3. Language experience
4. Modified alphabets

E. Instructional Management
1. Pupil and/or teacher planning
a. Grouping
(1) mass presentation
(2) general reading level
(3) flexible subgrouping for skills
(4) interest
(5) laboratory classroom
(6) project or activity
(7) pupil teams
(8) individualization
(9) independent study
(10) use of any of the above (1-9) in newer forms of schoolwide organization such as nongraded schools, open classrooms, cross-class or cross-grade grouping
b. Lesson planning
c. Keeping records of pupil's instructional status
d. Use of paraprofessionals and volunteers

2. Physical setting
a. Arrangement of facilities
b. Classroom library
c. Media centers
d. Interest centers

F. Instruction
1. In the following skills
a. Readiness skills
b. Mechanics of reading
c. Word attack
d. Comprehension
e. Literary appreciation
f. Reading in content areas
g. Evaluation

2. Implementation of instructional techniques
a. Use the following teacher roles
(1) Supplier of information
(2) Questioner
(3) Stimulator
(4) Director
(5) Co-learner
b. Effective response as a teacher to pupil performance (pupil error and success)
(1) Oral response
(2) Written comment
(3) Action, facial expression, general behavior
c. Use materials effectively (see section I-C – Instructional Materials)
d. Use analytic and/or synthetic approaches for teaching reading skills
e. Adjust pace of instruction to learning rate of pupil(s)
f. Provide for multipupil practice
g. Provide for individual differences
h. Use "directed reading activity" (DRA)
i. Teach independent study techniques such as SQ3R (survey, question, read, recite, review) and PQRST (preview, question, read, study, test)

3. Evaluation of single learning activity or daily lesson
a. Pupil self-evaluation
b. Class or class subgroup evaluation
c. Teacher evaluation

4. Extension of reading both in and out of school
a. Other academic areas such as social studies, science, mathematics
b. Areas of group or personal interest
c. Everyday life
d. Preparation for forthcoming activity

G. Evaluation of Instruction Over an Extended Period
1. Pupils
a. Formal
(1) Standardized reading tests both silent and oral
(2) Publishers' end-of-book tests
(3) Attitude and interest scales and inventories
b. Informal
(1) Teacher observation
(2) Informal reading inventories
(3) Checklists
(4) Conferences with pupils and parents
(5) Records of amount and type of pupil reading

2. Teacher's instructional program
a. Self-evaluation
b. Comparison to normative data (national, state, county, and local)
c. Recommendations on basis of a. and b.

II. Parents' Role
A. Discuss Child's Home Life with Teacher
B. Obtain Information of Child's Reading Status at School
C. Is Aware of Supportive Activities at Home

III. The Teacher and School Support Staff
A. Know Personnel and Services Available – e.g., reading specialist, school psychologist, speech therapist
B. Identify Children to be Referred

C. Carry Out Suggestions of Staff and Supervisors
D. Cooperate with School Librarian and Media Specialist

IV. Personal Responsibilities of the Teacher
A. Work with Other Adults on School Staff
B. Professional Growth
1. Know and use current materials concerned with reading
2. Know major organization concerned with reading instruction
3. Inservice education
C. Practice of Reading Widely

SUGGESTED STUDY AID

A list of suggested readings may be ordered free from:

College Proficiency Examination Program – Study Guides
New York State Education Department
99 Washington Avenue
Albany, New York 12230

CPE COMMITTEE IN READING INSTRUCTION IN THE ELEMENTARY SCHOOL

Sister Grace Imelda Blanchard, *Mount Saint Mary College*
Daniel Briggs, *Schenectady School District*
Robert Canfield, *State University of New York College at Oswego*
J. Roy Newton, *State University of New York at Albany*
Sidney Rauch, *Hofstra University*
William Sheldon, *Syracuse University*

CORRECTIVE AND REMEDIAL INSTRUCTION IN READING

Credits: 9 (Graduate)

The College Proficiency Examination in *Corrective and Remedial Instruction in Reading* assumes preparation equivalent to that of a student at the master's degree level who has completed courses needed for a concentration in reading.

Candidates who pass *both* tests will completely satisfy the forthcoming reading content requirements for certification as a reading teacher in New York State. *Both* the *Corrective and Remedial Instruction in Reading* and the *Diagnosis and Remediation of Reading Problems* examinations must be passed before they can be applied toward meeting certification requirements for reading teachers in New York State. (See Part IV of this catalog for information on how to obtain specific information on New York teacher certification or New York City teacher licensure requirements.)

OBJECTIVES

The candidate will be expected to demonstrate a thorough knowledge and understanding of all aspects of teaching reading from primary grades through secondary school. The content outline for the College Proficiency Examination in *Reading Instruction in the Elementary School* should be studied by the candidate from the viewpoint of a *reading teacher*. In addition, the candidate should be able to demonstrate an understanding of how to implement the teaching competencies listed below. The list of competencies is by no means all-encompassing but should serve as a guide for study.

CONTENT

I. The Program for Pupils

A. Assessment

The reading teacher should provide remedial instruction based on comprehensive diagnosis; understand strengths and weaknesses of formal and informal tests and select appropriate testing instruments; serve as a resource person in selecting testing materials and determining readability.

B. Goals

The reading teacher should plan programs for students with reading problems and work with classroom teachers in setting goals for these students.

C. Materials and Methodologies

The reading teacher should be able to choose appropriate materials and teaching techniques for those pupils who require special instruction including supplementary texts and workbooks, audio-visual and non-print materials, and library books and periodicals.

D. Instructional Management

The reading teacher should plan and implement a schedule of instruction that will facilitate maximum growth in reading; keep records of pupils' progress; work with and guide paraprofessionals and volunteers; select and arrange physical facilities for optimum use.

E. Instruction

The reading teacher should provide specialized instruction to supplement regular classroom programs: teach word recognition, comprehension, and reading study skills; use analytic and synthetic approaches based on learning patterns; provide for pupil self-evaluation and use evaluation results to plan learning activities and lessons; provide experiences and materials that apply to real life situations; use recreational and directed reading to motivate and prepare pupils for classroom and outside activities; maintain high interest, low-vocabulary library for corrective/remedial pupils.

F. Evaluation

The reading teacher should evaluate instruction on the basis of previously established goals using both formal and informal measures; participate in evaluation of schoolwide reading program and engage in self-evaluation.

II. Parents

The reading teacher should consult with parents whose children are involved in special programs to collect data to aid in diagnosis; work with parents to insure a carryover from school to home; inform the community of special programs.

III. School Support Staff

The reading teacher should work with support staff in identifying criteria and procedures for referrals and preparing case studies and treatment procedures; recognize roles and responsibilities of school support staff.

IV. Professional Development

The reading teacher should read professional texts and periodicals on reading instruction; attend conferences, workshops, seminars and become active in organizations concerned with reading improvement; do graduate work in reading.

SUGGESTED STUDY AID

A study aid may be ordered free from:

College Proficiency Examination Program – Study Guides
New York State Education Department
99 Washington Avenue
Albany, New York 12230

CPE COMMITTEE IN CORRECTIVE AND REMEDIAL INSTRUCTION IN READING

Sister Grace Imelda Blanchard, *Mount Saint Mary College*
Daniel Briggs, *Schenectady School District*
Robert Canfield *State University of New York College at Oswego*
J. Roy Newton, *State University of New York at Albany*
Sidney Rauch, *Hofstra University*
William Sheldon, *Syracuse University*

DIAGNOSIS AND REMEDIATION OF READING PROBLEMS

Credits: 9 (Graduate)

This examination is under development, and it will be offered to candidates for the first time in August, 1976. After May 1, 1976, a study aid may be ordered free from the College Proficiency Examination Program office.

The *Diagnosis and Remediation of Reading Problems* examination assumes preparation by the candidate that is equivalent to that of a student at the master's level who has completed the courses needed for a concentration in reading.

Passing grades on both the *Diagnosis and Remediation of Reading Problems* and the *Corrective and Remedial Instruction in Reading* CPEs will completely satisfy the forthcoming reading content requirements for certification as a reading teacher in New York State. *Both* examinations must be passed before they can be applied toward meeting certification requirements in New York State. (See Part IV of this catalog for information on how to obtain specific information on New York teacher certification or New York City teacher licensure requirements.)

OBJECTIVES

After viewing diagnostic and instructional situations presented via videotape, the candidate will be required to diagnose reading difficulties exhibited and to critique the planning and implementation of remedial programs of instruction observed in the taped situations. The candidate will be expected to demonstrate a thorough knowledge and understanding of all aspects of teaching reading from primary grades through secondary school and an understanding of how to implement the teaching competencies listed as the content for the *Corrective and Remedial Instruction in Reading* examination.

CPE COMMITTEE IN DIAGNOSIS AND REMEDIATION OF READING PROBLEMS

Sister Grace Imelda Blanchard, *Mount Saint Mary College*
Daniel Briggs, *Schenectady School District*
Robert Canfield, *State University of New York College at Oswego*
J. Roy Newton, *State University of New York at Albany*
Sidney Rauch, *Hofstra University*
William Sheldon, *Syracuse University*

FOREIGN LANGUAGES

French, German, Italian, Russian, Spanish

The Regents External Degree Program administers and scores the Modern Language Association's Foreign Language Proficiency Tests for Teachers and Advanced Students. Examinations are offered in French, German, Italian, Russian, and Spanish, and measure the language skills expected of an individual who has earned a baccalaureate degree in the particular language. The foreign language proficiency tests may be taken to gain college credit, to meet Regents External Degree requirements, or to satisfy specific requirements for certification as a language teacher.

Turn to Last Page of this Catalog to Order
College Proficiency and
Regents External Degree
Study Guides

FOREIGN LANGUAGES

French, German, Italian, Russian, Spanish

The Regents External Degree Program administers and scores the Modern Language Association's Foreign Language Proficiency Tests for Teachers and Advanced Students. The examination for each language consists of two parts: Battery A (Language Skills) and Battery B (Applied Linguistics, Civilization and Culture, and Professional Preparation). A candidate may take Battery A only, Battery B only, or the Complete Battery (Battery A and Battery B) in any ONE language each testing period. Candidates may NOT take Battery A (or Battery B) in two different languages on the same testing day.

BATTERY A – LANGUAGE SKILLS **Credits: 24**

Battery A consists of four tests in the following language skills: listening comprehension, speaking, reading, and writing. Battery A is designed to measure a high level of competence in language skills, and encompasses material covered in several collegiate language courses, including courses on the advanced level.

Listening Comprehension. The listening comprehension test is designed to test phonetic (or phonemic) discrimination, command of idiomatic expressions, vocabulary, and structure typical for conversational use of the language. Comprehension of main facts, ideas, and important details is evaluated.

Speaking. The speaking test evaluates the candidate's ability to speak fluently (approximating

native speech in vocabulary, intonation, and pronunciation) as well as the ability to express thoughts in conversation at normal speed.

Reading. The reading test is designed to measure the candidate's ability to read with comprehension. The examinee is required to select the appropriate lexical, idiomatic, or structural completion for each of a number of incomplete sentences. The candidate must also respond to questions dealing with the meaning of words and phrases and the content of a series of selected passages.

Writing. The writing test examines the candidate's ability to write with clarity and correctness using appropriate vocabulary, idiom, and syntax.

BATTERY B – APPLIED LINGUISTICS
CIVILIZATION AND CULTURE
PROFESSIONAL PREPARATION (TEACHING METHODS) **Credits: 3 each**

Battery B consists of the following three tests: Applied Linguistics, Civilization and Culture, and Professional Preparation (Teaching Methods). Each test is designed to measure the candidate's knowledge of material covered in the comparable undergraduate level college courses. The Applied Linguistics and Civilization and Culture examinations are offered in each of the five languages. The Professional Preparation (Teaching Methods) examination is a single test which is common to all five languages.

Applied Linguistics. The Applied Linguistics test measures competence in pronunciation, phonetics and orthography, morphology and syntax, general linguistics, and historical and comparative philology, with an emphasis on those differences between English and the foreign lanugage which are of importance in teaching. Test questions are in English.

Civilization and Culture. The examination in Civilization and Culture measures the candidate's knowledge of civilization and culture (as distinct from knowledge of the language) needed by a teacher to introduce students intelligently to that area of the world in which the language is spoken. The term "culture" embraces such content areas as geography, history, the arts, literature, and social institutions. Test questions are in English.

Professional Preparation (Teaching Methods). The Professional Preparation test is designed to test knowledge of teaching methods that are common to all foreign languages (with emphasis on the audiolingual approach) and knowledge of important developments in the field of language teaching. Questions deal with such broad areas as objectives, teaching techniques, professional development, and evaluation. Test questions are in English.

GRADES

Grades for the language examinations are reported as standard scores. The scores for each of the parts were determined by administering the examinations to certified secondary school teachers of the language who participated in MLA-NDEA Institute workshops. The scores range from 20 to 80 with a mean score of 50. Approximately two-thirds of the teachers received scores between 40 and 60. Candidates' standard scores are determined by comparing their performances with the performances of the teachers who participated in the Institute workshops. Candidates may elect to take only Battery A, only Battery B, or both batteries.

Battery A. Battery A includes the following language skills tests: listening comprehension, speaking, reading, and writing. A minimum standard score of 45 on *each* test AND a standard score total of 200 or more for the four tests combined are required for passing.

Battery B. Battery B includes examinations in Applied Linguistics, Civilization and Culture, and Professional Preparation (Teaching Methods). The following minimum standard scores are required for passing:

Subject	*Standard Score*
Applied Linguistics	55
Civilization and Culture	55
Professional Preparation	60

SATISFYING FOREIGN LANGUAGE REQUIREMENTS FOR NEW YORK STATE TEACHER CERTIFICATION

Battery A. The 24-semester hour *language course work requirement* for provisional and for permanent certification to teach French, German, Italian, Russian, or Spanish in the public schools of New York State may be satisfied by achieving passing scores on Battery A of the MLA foreign lanugage proficiency tests.

Battery B. The three Battery B tests may also be used for teacher certification purposes, although candidates should check with the Teacher Certification Section, Division of Teacher Education and Certification to determine whether they need to take Battery B for certification purposes. Passing scores on the Applied Linguistics and Civilization and Culture tests may be accepted in lieu of 3 semester hours *each* towards the 24-semester hour language course work requirement. A passing score on the Professional Preparation (Teaching Methods) test may be accepted in lieu of 3 semester hours in *professional education* course work.

The 24-semester hour language course work requirement for a teaching certificate in foreign languages may be waived through the MLA foreign language proficiency tests, but passing scores on these tests *alone cannot* provide provisional or permanent certification for individuals. Acceptable scores on the foreign language proficiency tests can be applied only toward meeting the requirement of 24 credit hours in language course work. In addition, individuals seeking foreign language teacher certification must meet all of the other requirements for certification in this area.

Candidates for *provisional* New York State teacher certification must possess at least a bachelor's degree and satisfy certain other requirements in order to teach in the public schools of New York State. Individuals seeking *permanent* New York State teacher certification must meet the requirements for provisional certification, and possess a master's degree or 30 semester hours of graduate study distributed among the liberal arts, the social and behavioral sciences, and professional study in education.

The MLA foreign language proficiency tests are *not* required for a foreign language teaching certificate. They provide an alternate route to satisfying the New York State foreign language teacher certification requirements for individuals who may have gained a high degree of language competence outside regular college classes, and may be used in a similar manner to meet requirements for New York City teacher licensure. Before submitting test applications, candidates should be sure to check with the New York City Board of Examiners to determine whether the tests will be appropriate and acceptable toward licensure requirements.

For information on New York State or New York City teacher certification requirements write:

Division of Teacher Education and Certification
New York State Education Department
99 Washington Avenue
Albany, New York 12230

or

Board of Examiners
New York City Board of Education
110 Livingston Street
Brooklyn, New York 11201

FOREIGN LANGUAGE PROFICIENCY EXAMINATIONS FOR COLLEGE CREDIT

Passing scores on the foreign language proficiency examinations may be used to satisfy Regents External Degree requirements, and many colleges will grant course credit or advanced standing for successful performance on these tests. Candidates seeking credit from a college or university should contact the chairman of that institution's language department to determine how much credit, if any, may be earned and what performance standards will be required.

SCORES ON FILE WITH ETS

Individuals who have taken the MLA Foreign Language Proficiency Tests for Teachers and Advanced Students *through the Educational Testing Service (ETS)* up until June, 1969, may have their scores on this examination reported directly to the Division of Teacher Education and Certification or the Regents External Degree Program. The candidate must prefile an application for certification with the Division of Teacher Education and Certification or be officially enrolled in the Regents External Degree Program *before* requesting ETS to send an official transcript of his scores to the appropriate office.

Candidates may request to have scores sent by contacting: Educational Testing Service, MLA Cooperative Foreign Language Proficiency Tests, Princeton, New Jersey 08540. A check in the amount of $2 made payable to Educational Testing Service should accompany this request along with the following information: name and social security number, birth date, date and place at which the examination was administered, the language in which tested, and office to which transcript is to be sent.

SUGGESTED STUDY AID

A Modern Language Association study aid containing sample questions for this examination may be ordered free from:

Regents External Degree Examinations – Study Guides
99 Washington Avenue
Albany, New York 12230

HEALTH EDUCATION

The three College Proficiency Examinations in health education are designed to test the candidate's knowledge of important concepts in health education on the undergraduate college level. The examinations are primarily intended to accelerate the flow of qualified public school teachers into the health education fields and were framed to help meet the mandate of Chapter 931 of the Laws of the State of New York which require "broad, mandatory health curricula in all elementary and secondary schools." Each of the examinations is 3 hours in length and a candidate may take all three at one 2-day CPE administration. The health education sciences CPEs are graded on a "pass-fail" basis.

Institutions of higher learning may grant college credit on the basis of acceptable grades on these three CPEs but they are *primarily* designed to meet all health subject matter requirements for teacher certification under that section of the Commissioner's Regulations which governs certification requirements for teaching a special subject. It should be emphasized that acceptable grades on these CPEs *alone cannot* provide provisional or permanent certification for individuals. Individuals wishing to be provisionally certified to teach health education in the public schools must have a baccalaureate degree, 12 credits in professional education, 36 credits in health content, and a supervised practice teaching experience. To be permanently certified to teach health education sciences an individual must have met all requirements for a provisional certificate and, in addition, possess a master's degree (or 30 hours of appropriate graduate study). Successful completion of the three health education sciences CPEs does *not* waive the requirement of a master's degree for permanent New York State teacher certification. Acceptable scores on any or all of the three health education sciences College Proficiency Examinations can be applied only toward meeting the requirement of 36 credits in health content. In addition, the individual seeking health education teacher certification must meet all of the other requirements outlined above.

Each examination in the health education sciences may be used in lieu of up to 12 credit hours of college course work toward the 36-hour health content requirement. However, a candidate for teacher certification will not receive CPE credit for those portions of the health education sciences examinations which clearly duplicate satisfactorily completed college courses which have been or could be recognized by the Division of Teacher Education and Certification toward meeting the subject matter content requirement for a teaching certificate in health education. In other words, CPE credit will only be awarded for those areas in which no previous credit has been recognized. Passing scores on all three of the health education sciences College Proficiency Examinations will, however, meet all health content requirements for certification in health education.

See Part IV of this catalog for information on how to obtain specific information on New York State teacher certification or New York City teacher licensure requirements.

HEALTH EDUCATION I: PERSONAL HEALTH – PHYSICAL ASPECTS

Credits: 12

The College Proficiency Examination in Health Education I: Personal Health – Physical Aspects is based upon content to be found in the following college health courses: nutrition, personal health, first aid and safety, health observation, epidemiology, and health economics.

OBJECTIVES

The candidate will be expected to demonstrate:

A. A knowledge of facts, trends, and terminology related to the content areas listed below.
B. An understanding of personal and physical health concepts, principles, and procedures.
C. The ability to analyze, synthesize, and evaluate health knowledge, attitudes, and behavior concerning physical and personal health.
D. The ability to assess individual health patterns dealing with the content areas listed below.

CONTENT

I. Health Status
  A. The health examination
  B. Growth and development
    1. Stages
    2. Factors affecting
    3. Height-weight
    4. Body structure
  C. Physical fitness
    1. Relationship to total health
    2. Value of physical fitness
    3. Means of attaining physical fitness

II. Nutrition
  A. Basic four (content, quantity, quality)
  B. Food nutrients
    1. Energy producers: carbohydrates, fats, proteins
    2. Body regulators: proteins, minerals, vitamins, water
  C. Fads and fallacies
    1. Diets
    2. Health food faddism
  D. Recommended dietary allowances (interpretation of the RDA table according to the variables of height, weight, age, sex, activity)
  E. Basal metabolism rates
    1. Definition
    2. Determination
    3. Influencing factors (internal, external)
    4. Total calorie usage
  F. Food processing and preparation
    1. Processing procedures (homogenization, pasteurization, certification)
    2. The enrichment program (B_1, B_2, iron, niacin)
    3. Food additives (preservatives, coagulators)
    4. Modification
    5. Food supplements (vitamin C, vitamin D)
    6. Packaging and labeling
    7. Individual food preparation (boiling, freezing, frying, etc.)
  G. Dietary deficiency diseases
    1. Protein deficiency diseases
    2. Vitamin deficiency diseases
    3. Mineral deficiency diseases
  H. Special nutritional needs
    1. Underweight – overweight – obesity
    2. Therapeutic diets
    3. Age variation

III. Dental Health
  A. Functions of the teeth
  B. Care of the teeth
    1. Personal
    2. Professional
  C. Nutritional implication
  D. Dental programs (e.g., fluoridation)
  E. Diseases of the teeth and supporting tissues (e.g., malocclusion, caries)
  F. Recent advances in dentistry

IV. Senses
  A. Vision
    1. Visual function and supporting structures
    2. Common vision tests
    3. Preventive eye care
    4. Eye disorders (refractive defects, color deficiency, diseases, inflammations)
    5. Corrective devices
    6. Education of the visually handicapped
  B. Hearing
    1. Function and supporting structures
    2. Common hearing tests
    3. Protection of the ear
    4. Prevention of hearing loss (noise pollution)

5. Hearing disorders (diseases, conductive and perceptive disturbances)
6. Corrective devices
7. Education of the handicapped

C. Taste, smell, and touch
1. Interrelationship with each other
2. Their role in nutrition

V. The Individual's Role in Disease Protection and Prevention

A. Communicable diseases
1. Control of communicable diseases
a. disease terminology
b. causative agents
c. disease transmission
d. resistance
e. immunity (types, agents)
2. Communicable disease problems
a. respiratory diseases (e.g., common cold)
b. common communicable diseases (e.g., measles, pertussis, reubella, mumps)
c. venereal diseases
d. other diseases (e.g., TB, skin diseases, hepatitis, mononucleosis

B. Chronic and degenerative diseases
1. Contributory factors and causes
2. Personal responsibility
3. Classification

VI. Securing Health Services and Protection

A. Evaluating health information
B. Choosing health advisors
1. Criteria for selection
2. Sources of reliable information
3. Medical and nonmedical specialists

C. Medical economics and medical care programs
1. Compulsory vs. voluntary programs
2. Group medical practice

D. Current problems in securing medical services
1. Health manpower shortages and distribution
2. Population distribution

VII. The Individual's Role in First Aid and Safety

A. Foundations
1. Values and purposes of first aid
2. Legal implications
3. Moral responsibility
4. Incidence of accidents and injuries
5. Principles of prevention

B. Emergency priorities in first aid
1. Serious bleeding
2. Stoppage of breathing
3. Traumatic shock
4. Poisons
5. Wounds and infections
6. Sprains, strains, fractures, dislocations
7. Other

C. Safety
1. Traffic and pedestrian safety
2. Home and farm
3. Fire safety
4. School
5. Recreational activities
6. Disaster preparedness

SUGGESTED STUDY AID

A list of suggested readings may be ordered free from:

College Proficiency Examination Program – Study Guides
New York State Education Department
99 Washington Avenue
Albany, New York 12230

CPE COMMITTEE IN HEALTH EDUCATION I

James Baker, *State University of New York College at Oneonta*
Leonard Gath, *State University of New York College at Cortland*
Alan Hinman, *N.Y.S. Department of Health*
Anne Newman, *Brooklyn College of The City University of New York*
Robert Ragsdale, *American Lung Association of New York State, Inc.*
Charles Sherman, *University of Rochester Medical School*
Kenneth Veselak, *Nassau Community College*
Mina Wollin, *State University College of New York at Cortland*
William Zimmerli, *State University of New York College at Brockport*

HEALTH EDUCATION II: PERSONAL HEALTH – EMOTIONAL-SOCIAL ASPECTS

Credits: 12

The College Proficiency Examination in Health Education II: Personal Health – Emotional-Social Aspects is based upon content to be found in the following college courses: drug use and abuse, human sexuality, mental and emotional health, human growth and development, marriage and the family, human relations, and group dynamics.

OBJECTIVES

The candidate will be expected to demonstrate:

A. A knowledge of facts, trends, and terminology related to the content areas listed below.
B. An understanding of emotional and social health concepts, principles and dynamics.
C. The ability to analyze, synthesize, and evaluate health knowledge, attitude, and behavior concerning emotional and social development.

CONTENT

I. Drug Use and Abuse (alcohol, tobacco, narcotics, and other drugs)
  A. Drugs as Chemical Agents
  B. Implications for the Individual
  C. Implications for the Family
  D. Implications for Society
II. Sexuality
  A. Stages in Psychosexual Development
  B. Appreciation of Self as a Sexual Being
  C. Expressions of Sexuality
  D. Reproduction
  E. Myths
III. Emotional Development
  A. Emotions
  B. The Nature of Experience
  C. Ways of Dealing with Emotions
  D. Development of Self-Awareness
  E. The Maturing Process
  F. Emotional Disorders
IV. Social Development
  A. The Individual as a Social Being
  B. Communication
  C. Group Dynamics
  D. Interpersonal Relationships
  E. Value Systems
  F. Cognition and Behavior
V. Marriage and Family Relations
  A. History of the Family in America
  B. Changing Social Values Regarding Marriage
  C. Adjusting in Marriage
  D. Roles of the Marital Partners
  E. Factors Involved in Family Planning
  F. The Family
  G. Parenthood
  H. Marital Dissolution

SUGGESTED STUDY AID

A list of suggested readings may be ordered free from:

College Proficiency Examination Program – Study Guides
New York State Education Department
99 Washington Avenue
Albany, New York 12230

CPE COMMITTEE IN HEALTH EDUCATION II

Eugene Bowers, *State University of New York College at Brockport*
Ralph Edwards, *Kingsborough Community College*
Donald Haynes, *N.Y.S. Department of Mental Hygiene*
Madeline Hurster, *Queens College of The City University of New York*
Ernest Luongo, *State University of New York College at Oswego*
Benjamin Pasamanick, *N.Y.S. Department of Mental Hygiene*

Frank Rathbone, *Brooklyn College of The City University of New York*
Gustave Timmel, *State University of New York College at Cortland*
Miriam Tuck, *Russell Sage College*
Ronald Vincent, *Roswell Park Memorial Institute*

HEALTH EDUCATION III: PUBLIC-ENVIRONMENTAL HEALTH . Credits: 12

The College Proficiency Examination in Health Education III: Public-Environmental Health is based upon content to be found in the following college health courses: community and world health, environmental health, consumer health, disease prevention and control, and problems of the aged.

Students are advised to consult the most recent publications in the field of public and community health.

OBJECTIVES

The candidate will be expected to demonstrate:

A. A knowledge of facts, trends, and terminology related to the content areas listed below.
B. An understanding of community health resources, concepts, principles, and procedures.
C. The ability to analyze, synthesize, and evaluate health knowledge, attitudes, and behavior concerning community and environmental health problems and programs.
D. The ability to assess the individual's relationship and responsibilities with regard to community health problems.

CONTENT

I. Environmental Health Problems – Nature, Scope, Causes, and Control
Major emphasis will be placed on air, water, sewage, and refuse. Further topics will include radiation, chemicals, noise, animal reservoirs and vectors of disease, foods, industrial health, and housing.
II. Disease Protection, Prevention, and Treatment
  A. The epidemiological method
  B. Communicable diseases
  C. Noncommunicable diseases
  D. Legislation
III. Consumer Health
  A. Problems relating to quackery, faddism, cultism, and misinformation
  B. Attacking the problems – education and protection
    1. Schools
    2. Official health agencies
    3. Consumer protection agencies
    4. Professional health organizations
    5. Commercial agencies
IV. World Health and Population Problems
  A. Factors affecting mortality, morbidity, and longevity, such as nutritional status disease, health service status, environmental conditions, economic and industrial development, and education level
  B. Major world health problems
  C. International organizations for promoting health
  D. International population growth and control policies
V. The Aged – Problems and Programs
  A. Understanding the aging process
    1. Definitions (gerontology, geriatrics, senescence)
    2. Special needs such as health services, housing, recreation, and income
  B. Programs such as Medicaid, Medicare, and public assistance programs
VI. Trends in Public Health
  A. Specialization in medicine
  B. Group practice
  C. Use of auxiliary personnel
  D. Hospital as the community center
  E. Computerization in medicine
  F. Regional organization of health services
  G. Governmentalization of health sciences (e.g., national health programs)
  H. Emphasis on preventive medicine
  I. Continuing improvement in technology
  J. New Problems
  K. Control of pollution
VII. Health agencies in the United States – official and voluntary health agencies, social agencies, professional organizations

SUGGESTED STUDY AID

A study aid may be ordered free from:

College Proficiency Examination Program — Study Guides
New York State Education Department
99 Washington Avenue
Albany, New York 12230

CPE COMMITTEE IN HEALTH EDUCATION III

Patrick Carolan, *Nassau Community College*
Harold Childs, *Springfield College*
Frank Egan, *Queensborough Community College*
Julia Freitag, *N.Y.S. Department of Health*
Mary Ruth Jacobus, *State University of New York College at Cortland*
Edmund McTernan, *State University of New York at Stony Brook*
Lois Meyer, *U.S. Food and Drug Administration*
Charles Poskanzer, *State University of New York College at Cortland*
James Quinlivan, *N.Y.S. Department of Health*
Thomas Rochester, *Eisenhower College*
Joseph Salvato, *N.Y.S. Department of Health*
Andrew Sorensen, *University of Rochester School of Medicine*
George Stricker, *Adelphi University*

NURSING SCIENCES

In 1966, a series of hearings held by a joint legislative committee on the shortage of nurses in New York State revealed that there were few opportunities for licensed practical nurses and registered nurses to earn credit toward an associate or baccalaureate degree for previous education and experience. To meet this need, faculty committees representing New York State's baccalaureate and associate and hospital school nursing programs developed five proficiency examinations in nursing subjects, each of which is 3 hours in length. The CPEs in Fundamentals of Nursing and Maternal and Child Nursing (associate) are designed primarily to facilitate the advancement of nurses who wish to obtain an associate degree in nursing from a college. The three baccalaureate level tests – Medical-Surgical Nursing (Adult Nursing), Psychiatric-Mental Health Nursing, and Maternal and Child Nursing (baccalaureate) – are framed primarily for nurses seeking a baccalaureate degree from a college or university.

Most collegiate schools of nursing and a growing number of hospital schools in New York State grant credit or advanced placement for an acceptable performance on one or more of these examinations. Schools of nursing may require evidence of clinical ability before granting credit, or set other requirements for individual candidates. CPE candidates in the nursing sciences are advised to check specific credit or advanced placement granting policies with the dean or department chairman or director of nursing at the school they will attend, before taking a CPE.

The Regents External Degree Program now offers two associate degrees in Nursing: the Associate in Applied Science (nursing) and the Associate in Science (nursing). Special Regents External Degree Examinations in nursing have been developed for this program. *Therefore, candidates enrolled in the Regents External Degree associate degrees in Nursing should not take College Proficiency Examinations in the nursing sciences.* Degree requirements and further information may be found in the "Degree Programs" section of this catalog. Regents External associate degrees in nursing examination descriptions follow this "Nursing Sciences" section.

NOTE: College Proficiency Examinations in Nursing, with the exception of the *Fundamentals of Nursing* test, are currently in the process of revision. Candidates should examine the following content outlines carefully in order to ascertain they are studying the correct content for the examination they wish to take. The following examinations are outlined twice: the first outline designates the content up to and including the November, 1975, examination; the second outline presents the content for examinations given in February, 1976, and thereafter:

Maternal and Child Nursing (Associate Level)
Maternal and Child Nursing (Baccalaureate Level)
Medical-Surgical Nursing (Adult Nursing)
Psychiatric-Mental Health Nursing

ADULT NURSING

See pages 227-28 on "Medical-Surgical Nursing" and "Adult Nursing"

FUNDAMENTALS OF NURSING

Credits: 10

(*Not* to be used for The Nursing Component of the Regents External Degrees in Nursing.)

The College Proficiency Examination in Fundamentals of Nursing is designed to test the candidate's knowledge and understanding of the basic practice of nursing. The examination assumes preparation equivalent to that of the student who has taken a basic course in fundamentals of nursing at a diploma school of nursing or in an associate degree program of nursing.

OBJECTIVES

The candidate will be expected to demonstrate:

1. A knowledge and understanding of facts, trends, and terminology related to the content areas listed below.
2. The ability to recognize and apply principles and theories to a variety of nursing situations.
3. The ability to assess simple nursing situations and propose an appropriate plan of action.

CONTENT

I. The Nursing Process
- A. Assessment
- B. Planning
- C. Implementation
- D. Evaluation

II. Nursing Practice
- A. Legal Implications (including nursing diagnosis, preparation and administration of drugs)
- B. Dependent and Independent Nursing Functions

III. Basic Needs
- A. Nutrition
  - 1. Food and vitamins
  - 2. Fluids
    - a. body temperature
    - b. skin turgor
    - c. hydration-dehydration
  - 3. Oxygen
    - a. pulse
    - b. respiration
    - c. blood pressure
    - d. color
    - e. position
- B. Elimination
  - 1. Bowel patterns
    - a. normal
    - b. altered
      - (1) constipation
      - (2) diarrhea
      - (3) incontinence
  - 2. Urinary patterns
    - a. normal
    - b. altered
      - (1) retention
      - (2) frequency
      - (3) incontinence
- C. Activity
  - 1. Normal
    - a. body mechanics
    - b. range of motion
  - 2. Altered (including effects of inactivity)
- D. Rest
  - 1. Normal
  - 2. Deterrents to rest
- E. Psycho-social
  - 1. Normal
    - a. belongingness and love
    - b. self-esteem
    - c. self-actualization
  - 2. Altered
    - a. response to illness
    - b. response to hospitalization

IV. Nursing Intervention (including dependent and independent nursing actions)
- A. Medication
  - 1. Basic types of drugs (including their actions)
    - a. sedatives
    - b. analgesics
    - c. laxatives
  - 2. Preparation and administration
    - a. calculations (including equivalents)

b. asepsis (including antiseptics)
c. routes and sites
d. safety measures
e. measures to enhance effectiveness

B. Heat and Cold
1. Application
2. Physiological responses

C. Instillations and Irrigations
1. Preparation
2. Administration

D. Drainage (including urinary and wound)
1. Positioning
2. Maintenance of flow

E. Care of Skin and Mucous Membranes
1. Bathing
2. Mouth care
3. Wound care
a. asepsis
b. bandages, binders, and dressings

F. Interpersonal Relationships
1. Communication
2. Interaction
a. one to one
b. group
3. Group process

SUGGESTED STUDY AID

A bibliography may be ordered free from:

College Proficiency Examination Program – Study Guides
New York State Education Department
99 Washington Avenue
Albany, New York 12230

CPE COMMITTEE IN FUNDAMENTALS OF NURSING

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MATERNAL AND CHILD NURSING, ASSOCIATE DEGREE LEVEL (through November 1975)

Credits: 6

IMPORTANT: The content outline which follows applies *only* to the Maternal and Child Nursing (associate degree level) College Proficiency Examination administered up to and including the *November, 1975* testing date. Beginning with the *February, 1976* test administration, the content outlined on page 223 will be covered by the test. Candidates preparing to take this examination on or after February, 1976 should study from the outline on page 223.

The College Proficiency Examination in Maternal and Child Nursing, *Associate Degree Level* is designed to test the candidate's knowledge, understanding, and application of principles in the nursing care of parents and children. The examination assumes preparation equivalent to that of the student who has taken a course in maternal and child nursing in an associate degree program of nursing. (***Not* to be used for the Nursing Component of the Regents External Degrees in nursing.**)

OBJECTIVES

The candidate will be expected to demonstrate:

A. A knowledge and understanding of facts, trends, and terminology related to the content areas listed below.

B. The ability to recognize and apply principles and theories to a variety of nursing situations.
C. The ability to assess commonly-occurring nursing situations and propose an appropriate plan of action.

CONTENT

The importance of interpersonal relationships is stressed throughout the maternal and child nursing content. Aspects of nutrition and pharmacology related to maternal and child nursing are included throughout the content, also.

I. The Beginning Family
  A. Antepartal period
    1. Physiological effect of pregnancy on mother and family
    2. Prenatal health care
      a. medical supervision
      b. hygienic needs
      c. family needs
      d. preparation for labor and delivery
      e. preparation for breast feeding
    3. Deviations from normal
  B. Intrapartal period
    1. Normal stages and phases of labor
    2. Care during labor and delivery
    3. Deviations from normal (fetal and neonatal distress, bleeding)
  C. Postpartal period
    1. Physiological and psychological changes
    2. Adaptations to new family roles
    3. Family planning
    4. Deviations from normal (bleeding, infection, thrombophlebitis)
  D. Newborn period (birth to 28 days)
    1. Physiological and psychological adaptations to life
    2. Dependency, anticipatory guidance, and health supervision
    3. Deviations within the neonatal period (prematurity, birth injuries, common congenital anomalies, infections)
II. The Expanding Family
  A. The infant (1 month to 1 year)
    1. Family relationships
      a. sense of trust
      b. maternal deprivation
      c. effects of stress
    2. Normal development
    3. Health care (immunization, common problems)
  B. The toddler (1 to 2½ years)
    1. Family relationships
      a. sense of autonomy
      b. effect of separation
    2. Normal development
    3. Health care (common problems)
  C. The preschool child (3 to 5 years)
    1. Family and other relationships
      a. adults
      b. peers
    2. Normal development (play)
    3. Health care (immunization, common problems)
  D. The school-age child (6 to 12 years)
    1. Family and other relationships
      a. adults
      b. peers
    2. Normal development
      a. sense of industry
      b. pubescence
    3. Health care (common problems)
  E. The adolescent (13 to 21 years)
    1. Family relationships
      a. peers
      b. adults
    2. Normal development
      a. sense of identity
      b. dependence vs. independence
    3. Health care (common problems)

SUGGESTED STUDY AID

A study aid may be ordered free from:

College Proficiency Examination Program – Study Guides
New York State Education Department
99 Washington Avenue
Albany, New York 12230

MATERNAL AND CHILD NURSING, ASSOCIATE DEGREE LEVEL
(Available Beginning February, 1976) **Credits: 6**

Important: The content outline which follows applies to the Maternal and Child Nursing, Associate Degree Level College Proficiency Examination available beginning with the *February, 1976* test administration. Candidates planning to take the examination prior to February, 1976 should study from the content outlined on page 221.

The College Proficiency Examination in Maternal and Child Nursing, Associate Degree Level is designed to test the candidate's knowledge, understanding, and application of principles in the nursing care of parents and children. The examination assumes preparation equivalent to that of the student who has taken a course in maternal and child nursing in an associate degree program of nursing. **(Not to be used for the nursing component of the Regents External Degrees in Nursing.)**

OBJECTIVES

The candidate will be expected to demonstrate:

1. A knowledge and understanding of facts, trends and terminology related to the content areas listed below.
2. The ability to recognize and apply principles and theories to a variety of nursing situations.
3. The ability to assess commonly-occurring nursing situations and propose an appropriate plan of action.

CONTENT

The importance of interpersonal relationships is stressed throughout the maternal and child nursing content. Aspects of nutrition and pharmacology related to maternal and child nursing are included throughout the content, also.

I. The Beginning Family
  - A. Antepartal period
    1. Fetal development
    2. Effect of pregnancy on mother and family
    3. Prenatal health care
    4. Deviations from normal
  - B. Intrapartal period
    1. Normal stages and phases of labor
    2. Care during labor and delivery
    3. Deviations from normal
  - C. Postpartal period
    1. Physiological and psychological changes
    2. Adaptations to new family roles
    3. Postpartum nursing care
    4. Family planning
    5. Deviations from normal
  - D. Newborn period (birth to 28 days)
    1. Physiological and psychological adaptations to life
    2. Dependency, anticipatory guidance, and health supervision
    3. Deviations within the neonatal period

II. The Expanding Family
  - A. The infant (1 month to 1 year)
    1. Family relationships
    2. Normal development
    3. Health care
  - B. The toddler (1 to 2½ years)
    1. Family relationships
    2. Normal development
    3. Health care
  - C. The preschool child (3 to 5 years)
    1. Family and other relationships
    2. Normal development
    3. Health care
  - D. The school-age child (6-12 years)
    1. Family and other relationships
    2. Normal development
    3. Health care
  - E. The adolescent (13-21 years)
    1. Family relationships
    2. Normal development
    3. Health care

SUGGESTED STUDY AID

A study aid may be ordered free from:

College Proficiency Examination Program – Study Guides
New York State Department of Education
99 Washington Avenue
Albany, New York 12230

CPE COMMITTEE IN MATERNAL AND CHILD NURSING, ASSOCIATE DEGREE LEVEL

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MATERNAL AND CHILD NURSING, BACCALAUREATE LEVEL (Through November, 1975)

Credits: 12

Important: The content outline which follows applies *only* to the Maternal and Child Nursing, Baccalaureate Level College Proficiency Examination administered up to and including the *November, 1975* testing date. Beginning with the *February, 1976* test administration, the content outlined on page 226 will be covered by the test. Candidates preparing to take this examination on or after February, 1976 should study from the outline on page 226.

The CPE in Maternal and Child Nursing, *Baccalaureate Level* is designed to test the candidate's knowledge and understanding of maternal and child nursing. The emphasis is placed upon the application of theory to the nursing situation. **(Not to be used for the Nursing Component of the Regents External Degrees in Nursing.)**

OBJECTIVES

The candidate should be prepared to demonstrate:

A. A knowledge of facts, trends, and terminology related to the content areas listed below.
B. The ability to recognize and apply principles and theories to a variety of nursing situations.
C. The ability to use a problem-solving approach in assessing nursing situations and in making judgments concerning appropriate nursing intervention.

CONTENT

I. Maternal Nursing
  A. Antepartal period
    1. Manifestations of pregnancy
      physiological responses; emotional responses (mood swings, ambivalence, acceptance, rejection); fetal development; deviations of pregnancy cycle (systemic-related conditions: cardiac disorders, diabetes, anemia, pyelitis; infections: t.b.c., venereal; pregnancy-related conditions: hyperemesis, toxemia, abortions, placenta previa, abruptio placenta, ectopic pregnancy, hydatidiform mole)
    2. Impact of pregnancy on family
      psychological factors; economic factors; social factors; preparation for

parenthood (educational childbirth classes, infant care classes)

3. Management of pregnant patient
   medical regime (physical examination, laboratory tests, pelvic measurements, medications, normal nutrition, special diets); unwed parents problem; agency referrals; identification of physical and emotional needs
4. Trends in maternal care
   statistics; new research findings (genetics, teratogenic influences); new concepts in care (high risk projects, family planning, satellite clinics)

B. Intrapartal period
1. Normal labor process
   physiology; anatomy; mechanism
2. Complications of labor
   powers (inertia, precipitous labor); passenger (malpresentations, breech, multiple gestation, prolapsed cord; infant of excessive size, congenital malformations); passageway (C.P.D.)
3. Operative obstetrics
   forceps (reasons, dangers); episiotomies and lacerations; medical inductions; version; second twin; cesarean section
4. Management of the labor patient
   medical regime; analgesia and anesthesia; theories of childbirth

C. Postpartal period
1. Psycho-physiological adaptations
   mother-infant relationships (symbiosis, motherliness, separation, grief and mourning); mother-infant-family relationships; breast feeding; prematurity; stillborn; abortion; defective infant; ill infant
2. Complications of puerperium
   hemorrhage; infections
3. Management of postpartal patient
4. Family planning

D. Newborn period
1. The normal newborn
   physiological adaptations; physical and emotional needs of newborn; common variations
2. Complications of the newborn period
   prematurity; common disorders and injuries; infections; hazards to the fetus (rubella, viral infections, teratogenic agents, radiology); Rh problem; ABO incompatibility
3. Prematurity
4. Management of the newborn

II. Child Nursing
A. The infant (birth to 1 year)
1. Family relationships
   meaning of illness; family participation in care; separation anxiety; maltreatment syndrome
2. Acute medical and surgical conditions
   congenital anomalies (G-I, G-U, cardiac, orthopedic, neurological); infections; fluid and electrolyte imbalance (diarrhea, vomiting)
3. Long term conditions
   P.K.U.; inborn metabolic errors; cystic fibrosis; cerebral palsy
4. Health supervision
   immunization; outpatient care

B. The young child (1-5 years)
1. Family relationships
   sibling rivalry; T.T.; feeding problems
2. Medical-surgical conditions
   common communicable diseases; respiratory conditions (croup syndrome, pneumonia); allergies (asthma, eczema); blood dyscrasias (leukemia, anemias); nephrotic syndrome; burns; common surgical conditions (hypospadias, orchidopexy, hernia)
3. Effects of illness
   separation anxiety; regression; family participation in care
4. Health supervision
   accident prevention; poison control; child guidance

C. The school-age child (6-12 years)
1. Interpersonal relationships
   family; peers; school; community
2. Medical-surgical conditions
   rheumatic fever; orthopedic problems (slipped epiphysis); terminal illness; mental retardation
3. Effects of illness
   body image; concept of death
4. Health supervision
   school health programs; child guidance (behavioral problems, role of play)

D. The adolescent (13-21 years)
1. Family relationships
   ambivalence; independence – dependence
2. Psycho-social and psycho-sexual needs and problems
   search for identity; drug addiction; alcoholism; sex education; menstrual problems; nocturnal emission
3. Common health problems
   acne; scoliosis
4. Health Supervision
   nutrition; guidance; safety

SUGGESTED STUDY AID

A bibliography may be ordered free from:

College Proficiency Examination Program – Study Guides
New York State Education Department
99 Washington Avenue
Albany, New York 12230

MATERNAL AND CHILD NURSING, BACCALAUREATE LEVEL
(Available Beginning February, 1976) **Credits: 12**

Important: The content outline which follows applies to the Maternal and Child Nursing, Baccalaureate Level College Proficiency Examination available beginning with the *February, 1976* test administration. Candidates planning to take the examination prior to the February, 1976 test administration should study from the content outlined on page 224.
(This test cannot be used for the nursing component of the Regents External Degrees in Nursing.)

OBJECTIVES

The emphasis in the College Proficiency Examination in Maternal and Child Nursing is placed upon the understanding of the theoretical basis for nursing action and the utilization of the nursing process in given written situations.

The candidate should be prepared to demonstrate:

1. Knowledge of physiology and pathophysiology in maternal and child nursing.
2. Knowledge of theoretical frameworks as they apply to family functioning.
3. Ability to utilize the nursing process in given written situations by
   a) assessing a number of variables
   b) developing a plan of action
   c) implementing a plan of action
   d) evaluating specific actions

CONTENT

I. The Individual
   A. Mother
      1. Antepartum
         a. Physiological and psychological responses
         b. Fetal development (genetic abnormalities, R.H. factor, etc.)
         c. Patient teaching (breast feeding, nutrition, etc.)
         d. Deviations from normal
      2. Intrapartum
         a. Anatomical and physiological changes
         b. Labor care (stages, breathing patterns, etc.)
         c. Physical assessment of fetus during labor
         d. Deviations from normal
         e. Post-operative evaluation
      3. Postpartum
         a. Physical assessment of the mother (fundus, lochia, onset of lactation, etc.)
         b. Patient teaching
         c. Physiological stressors
         d. Complications
   B. Neonate
      1. Physiological assessment of neonate (lab data, Apgar scoring, etc.)
      2. Infant care and management
      3. Deviations from normal
   C. Child
      1. Health supervision of the well child
      2. Problems related to growth and development (temper tantrums, toilet training, etc.)

3. Common childhood illnesses
4. Short-term or acute problems often requiring hospitalization
5. Congenital anomalies
6. Long-term and terminal illnesses
7. Reaction to illness
8. Concepts of death and grieving process

II. The Family
A. Family Relationships
1. Developmental tasks
2. Childhood, adolescence, childbearing, childraising
3. Level of functioning as a family unit
4. Attainment of roles
5. Adaptive or maladaptive coping responses (to sibling rivalry, long-term illness, separation anxiety, etc.)

B. Sexuality
1. Childhood sexuality
2. Adolescent sexuality
3. Human sexual response
4. Deviations from normal (homosexuality, sexual dysfunction, etc.)

III. Social Issues and Community Resources
A. Knowledge of specific social issues (venereal disease, battered child, immunization, etc.)
B. Assessment of the community's available resources and need for additional resources
C. Health teaching, counseling and guidance (family planning, La Leche, etc.)

SUGGESTED STUDY AID

A bibliography of recommended readings may be ordered free from:

College Proficiency Examination Program – Study Guides
New York State Education Department
99 Washington Avenue
Albany, New York 12230

CPE COMMITTEE IN MATERNAL AND CHILD NURSING, BACCALAUREATE LEVEL

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MEDICAL-SURGICAL NURSING (THROUGH NOVEMBER, 1975) Credits: 12
(to become Adult Nursing as of February 1976)

Important: The content outline which follows applies *only* to the Medical-Surgical Nursing College Proficiency Examination administered up to and including the *November, 1975* testing date. After November, 1975 this examination will be discontinued. It will be replaced by the Adult Nursing examination, beginning in February, 1976. The *Adult Nursing* examination is described on page 228.

The emphasis of the College Proficiency Examination in Medical-Surgical Nursing will be on the nursing process. **(Not to be used for the Nursing Component of the Regents External Degrees in Nursing.)**

OBJECTIVES

The candidate will be expected to:

A. Know specific facts, principles, and theories.
B. Assess situations by analysis and synthesis.
C. Apply nursing principles.
D. Evaluate situations as to their effectiveness and implications.

CONTENT

I. Metabolism
   A. Oxidation (internal, external)
   B. Hydration (dehydration, congestion)
   C. Nutrition (excess, deficiency)
II. Mobility
   A. Skeletal movement (neuro-muscular, bone)
   B. Nerve control (impulses, receptors)
   C. Flow and pressure (blood, lymphatic and cerebro-spinal circulation, shock)
III. Tissue Trauma
   A. Irritation-inflammation
   B. Infection
   C. Change of tissue activity
   D. Change of function
IV. Sensation
   A. Special senses
   B. Receptors
V. Behavior
   A. Integrative (intellectual, personality)
   B. Physiological factors (stress, change of organic functions)
   C. Psychological (adaptation)

SUGGESTED STUDY AID

A bibliography of recommended readings may be ordered free from:

College Proficiency Examination Program – Study Guides
New York State Education Department
99 Washington Avenue
Albany, New York 12230

ADULT NURSING (AVAILABLE BEGINNING FEBRUARY, 1976)

(Formerly Medical-Surgical Nursing) **Credits: 12**

Important: The content outline which follows applies to the Adult Nursing College Proficiency Examination available beginning with the *February, 1976* test administration. This examination will replace the Medical-Surgical Nursing examination.

The emphasis of the College Proficiency Examination in Adult Nursing will be on the nursing process. **(Not to be used for the nursing component of the Regents External associate degrees in nursing.)**

OBJECTIVES

This examination concerns itself with the health of adults and with the alterations seen on the health-wellness continuum. Focus is on the maintenance of wellness as well as treatment in crisis situations. The ability to assess, identify problems, intervene and evaluate is inherent in the nursing process and essential for all nursing practice. Knowledge of the complex interrelationships of physiological, psychological and sociological responses will be tested to the extent that this knowledge is essential in making a nursing diagnosis and in implementing therapy.

CONTENT

I. Regulatory Response Mechanisms: those physiological, psychological, and sociological mechanisms that maintain the individual at optimum health
   A. Physiological Integrity
      1. Absorption and utilization of nutrients
      2. Elimination of products of metabolism
      3. Fluid and electrolyte balance
      4. Hormonal balance
      5. Motor and neurological balance
         a. Rest and sleep
         b. Heat control
         c. Sensory responses
         d. Energy utilization and motor responses
      6. Vasopressor mechanisms
         a. Circulatory dynamics
         b. Gas exchange
      7. Immunological mechanisms
   B. Psychological Integrity
      1. Behavioral responses
      2. Developmental patterns
   C. Sociological Integrity
      1. Family
      2. Community

II. Response to Stress
   A. Compensation: alteration of regulatory response mechanisms (those physiological, psychological and sociological mechanisms that allow the individual to respond effectively by altering his internal or external environment enough to meet his needs.) At this stage of response the individual may either be able to maintain his integrity and activities of daily living or will require therapeutic intervention to maintain his optimum level of wellness.
      1. Physiological
         a. Inflammatory process
         b. Infectious process
         c. Hypertrophy
         d. Acid-base shift
         e. Fluid-electrolyte shift
         f. Neural-hormonal imbalance
         g. Immunological responses
      2. Psychological
         Behavioral mechanisms – e.g., denial, anxiety, projection, regression, withdrawal, aggressiveness, suppression, etc.
      3. Sociological
         a. Family dynamics
         b. Community
   B. Decompensation: failure of the regulatory and compensatory coping mechanisms to the extent that the individual cannot function.
      1. Breakdown in physiological coping mechanisms, i.e., shock
      2. Breakdown in psychological coping mechanisms
      3. Breakdown in sociological coping mechanisms

III. Irreversible Physiological Dysfunction
   A. Atrophy
   B. Necrosis
   C. Death

SUGGESTED STUDY AID

A list of suggested readings may be ordered free from:

College Proficiency Examination Program – Study Guides
New York State Education Department
99 Washington Avenue
Albany, New York 12230

CPE COMMITTEE IN ADULT NURSING

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PSYCHIATRIC-MENTAL HEALTH NURSING
(Through November, 1975) **Credits: 6**

Important: The content outline which follows applies only to the Psychiatric-Mental Health Nursing College Proficiency Examination administered up to and including the *November, 1975* testing date. Beginning with the February, 1976 test administration, the content outlined on page 232 will be covered by the test. Candidates preparing to take this examination on or after February, should study from the outline on page 232.

The emphasis in the College Proficiency Examination in Psychiatric-Mental Health Nursing is placed upon the application of theory to the nursing situation. (***Not* to be used for the Nursing Component of the Regents External Degrees in Nursing.**)

OBJECTIVES

The candidate should be prepared to demonstrate:

A. A knowledge of facts, trends, and terminology related to the content areas listed below.
B. The ability to recognize and apply principles and theories to a variety of nursing situations.
C. The ability to utilize a problem-solving approach in assessing nursing situations and in making judgments concerning appropriate nursing intervention.

CONTENT

I. Personality Development
  A. Developmental goals at particular stages (such as trust, antonomy)
  B. Early family relationships
  C. Basic human needs (Maslow's hierarchy)
  D. Development of self-concept
  E. Adaptive processes (such as aggression, withdrawal, submission, regression)
  F. Specific mechanisms (such as projection, displacement)
  G. Possible determinants of behavior (such as heredity, environment, experience, socio-cultural factors, biological factors)
  H. Conflicts (such as dependence-independence)

II. Nature of Anxiety
  A. Definition of anxiety
  B. Origins of anxiety
  C. Physiological, mental and behavioral signs (including degrees of these signs)
  D. Normal vs. neurotic anxiety
  E. Methods of coping with anxiety (adaptive processes)

III. Interpersonal Relationships
  A. Reciprocal nature of interpersonal transactions, with emphasis on the nurse's personal involvement
  B. The psychiatric nurse
    1. Role with patients and co-workers
    2. Interpersonal functions ("use of self")
    3. Qualities and attitudes to be developed (such as acceptance, concern, objective compassion)
    4. Skills and abilities
      a. Methods of thinking
        (1) Critical
        (2) Knowledgeable
        (3) Goal-directed
      b. Ability to recognize meanings underlying overt behavior (in self and others)

IV. Communication Process
  A. Definition
  B. Kinds of communication
    1. Verbal
    2. Non-verbal
  C. Specific communication skills (such as reflection, restatement)
  D. Use of communication skills
    1. Appropriate to the situation, (i.e., time, place, content, quality, and quantity)
    2. In reporting and recording patient behavior
    3. In knowing how to respond in emotion-laden situations
    4. In collaborating with co-workers in planning patient care
    5. In identifying and responding to feelings and covert messages being expressed

V. Types of Therapy
  A. Somatic
    1. Drugs
    2. ECT
    3. Insulin
  B. Psycho-therapeutic
    1. Individual
    2. Group
    3. Milieu

4. O.T., P.T., and R.T.
5. Family

VI. Patient's Hospital World

The role of social and cultural forces in the hospitalization and treatment of patients

A. Characteristics and problems of the hospital environment
   1. Characteristics and problems of custodial hospitals
      a. Regimentation
      b. Depersonalization
      c. Stereotyping of patients and personnel
      d. Emphasis on "checking," not guidance
      e. Attitudes of patients toward work often negatively influenced e.g., "made work"
      f. Reward and punishment as source of staff's power
   2. Characteristics and problems of a therapeutic community

B. Patient's general adjustment to the hospital environment
   1. Patient's hospital world
      a. Factors influencing the general hospital patient's response to illness and hospitalization(e.g., cultural factors, role transition, fear of death, mutilation, etc., the shrinking environment, isolation, separation from the familiar, blurred self-image)
      b. Additional factors influencing the response of a psychiatric patient to illness and hospitalization (e.g., stigma of mental illness, restrictions, security precautions, lack of privacy, fear of other patients, anxiety arising from delusions and other symptoms)
   2. Negative aspects of patients' adjustments
      a. Loss of personal identity
      b. Assaults on self
      c. Confusion and fear
      d. Patients' preconceptions of mental illness – shame, defeat, etc.
      e. Family-relative reactions
   3. Positive aspects of patients' adjustment
      a. Sense of security and protection
      b. Freedom from responsibility and decision making
      c. Lack of demands
      d. Removal from stressful environment
      e. Understanding and acceptance of behavior by hospital personnel

C. Nurse's therapeutic use of the patient's environment
   1. Concept of therapeutic milieu
   2. Application of concepts of therapeutic milieu
      a. Permissiveness
      b. Non-punitive
      c. Discipline
      d. Authority and control
      e. Dependence
      f. Limit setting
      g. Non-judgmental attitude

VII. Problems in Adaptation

A. Behaviors which create nursing problems in psychiatric and non-psychiatric settings
   1. Behaviors which are outward manifestations of underlying emotional conflict (e.g., prolonged dependence, hostility, somatic complaints with no organic basis)
   2. Behaviors which are expressions of feelings (e.g., crying, anger)

B. Specific Problems
   1. Regression as a phenomenon inherent in all mental illness
   2. Disturbances in integrative capacity (maintenance of equilibrium between basic impulses and controlling forces)
   3. Changes in conventional standards and morals
   4. Disturbances in reality testing (e.g., "normal" distortions – illusions, "abnormal" distortions – hallucination)
   5. Inability to control basic impulses (e.g., hunger, anger, sex)
   6. Disturbances in productive capacities (underactive – tension drains of energy, overactive – denial of problems by escape into activity)
   7. Decreased capacity for mature relationships

C. Major defenses used in adaptation
   1. Patterns of adaptation
      a. Withdrawal
      b. Depression and aggression
         1.) Degrees
      c. Submission, dependence
      d. Psychosomatic disorders
      e. Ritualism (obsessive-compulsive, etc.)
      f. Socially aggressive patterns (e.g., character disorders)
      g. Escape through narcotics, alcohol, etc.
      h. Legal implications
   2. Some major defenses used in adaptation and some signs of these
      a. Repression
      b. Suppression
      c. Dissociation
      d. Rationalization
      e. Projection

f. Displacement
g. Conversion
h. Fantasy
i. Introjection

VIII. Nursing Intervention
A. Nurse-patient relationships
1. Establish sense of trust and acceptance
2. Protect the privacy of the patient
3. Communicate warmth
4. Protect patient's self-esteem
5. Help patient maintain sense of identity
6. Provide experiences that promote self-worth

B. Principles of problem solving
1. Careful observation and understanding of her own and patient's behavior and feelings by the nurse
2. Appraisal of the therapeutic effect of the procedures being used
3. Exploration of alternatives or alternative ways of working with the patient
4. Evaluation of the success of changes made
5. Further exploration, alternations and appraisal as indicated

C. Skills to be Cultivated
1. Identifying, eliciting and reinforcing the strengths of the patient
2. Identifying, redirecting and channeling patient's behavior
3. Providing corrective experiences for patients
4. Creating and maintaining a health-promoting environment for patients (therapeutic milieu – physical, social, inter-personal aspects)
5. Acting and reacting appropriately and responsibly ("therapeutically") in emergency situations
6. Ability to relate to people with empathy and objectivity
a) Genuine concern for the patient's well-being and maximum development
b) Willingness to understand the emotional responses of others
c) Ability to expand energy to meet the needs of the patient rather than in protecting self
d) Ability to identify feelings, values, prejudices, etc. which interfere with therapeutic functioning
7. Finding the answers to individual nursing care problems from the evolving nurse-patient relationship rather than from stereotyped formulas for "handling" particular types of behavior

IX. Nursing Role and Responsibility in Promoting Mental Health
A. Understanding of the importance of the family as the basic unit of mental health
B. Awareness of cultural, social, economic and religious differences
C. Ability to recognize behavior as a coping (adaptive) device in the face of physical illness or other stressful situations
D. Anticipatory guidance, e.g., Parent Education, Mother's Classes
E. Early detection of deviant behavior with appropriate referral
F. The nurse's teaching responsibility
1. Patient
2. Family
3. Other nursing service personnel

X. Relations with Helping Professions
A. Ability to interpret the unique nature of psychiatric nursing functions
1. Joint planning with other specialties
2. Awareness of functions of other specialties
3. Awareness of own professional limits and the ability to utilize the supervisory process for professional and personal growth
4. Knowledge of available community resources and appropriate use of referral and consultation

B. Interdisciplinary team concept of patient care

PSYCHIATRIC-MENTAL HEALTH NURSING
(Available Beginning February, 1976)

Credits: 6

Important: The content outline which follows applies to the Psychiatric-Mental Health Nursing College Proficiency Examination available beginning with the *February, 1976* test administration. Individuals planning to take this examination prior to the February, 1976 test administration should study from the content outlined on page 230. **(Not to be used for the nursing component of the Regents External Degrees in Nursing.)**

OBJECTIVES

The emphasis in the College Proficiency Examination in Psychiatric-Mental Health Nursing is placed upon the application of psychiatric-mental health theory to the nursing situation. The candidate should be prepared to demonstrate:

1. A knowledge of principles, dynamics, and appropriate terminology related to the content areas listed below.
2. The ability to recognize and apply principles and theories to a variety of nursing situations and in a variety of settings.
3. The ability to utilize a problem-solving approach in the assessment, intervention and evaluation process.

CONTENT*

I. Nursing Assessment
   A. Personality Development
      1. Developmental tasks (familiarity with the process and outcomes of each developmental task outlined by Erikson)
      2. Human needs (recognition of the 5 human needs identified by Maslow)
      3. Personality structures
         a. Freud – development and functions of the id, ego and superego
         b. Sullivan – personality development as seen through the concept of the development of the "self-system"
      4. Coping and adapting mechanisms
         a. Physiological and behavioral manifestations of the various levels of anxiety (Hans Selye, Hildegarde Peplau)
         b. Defense mechanisms
         c. Coping mechanisms (conscious mechanisms to relieve anxiety)
      5. Socio-cultural factors
         a. Socio-economic factors (findings of Redlich and Hollingshead, Murphy Study, Manhattan Study)
         b. Ethnic groups
      6. Homeostasis-systems theory (understanding the concept of homeostasis and its applications to systems theory; i.e., Bertalanffy)
      7. Family influence (John Spiegel – role theory)
   B. Family Development: understanding developmental crises of the family (Handel, Bell and Vogel)
   C. Psycho-pathology: identification and differentiation of specific symptomology
      1. Psychosis
         a. Functional
         b. Organic
      2. Neurosis
         a. Anxiety neurosis
         b. Depressive neurosis
         c. Obsessive-compulsive neurosis
         d. Conversion reaction
      3. Substance abuse
         a. Alcohol
         b. Drug
         c. Food
      4. Emotional Disorders of childhood (e.g., infantile autism, childhood schizophrenia, depressive reactions)
      5. Psycho-physiological disorders
      6. Personality disorders
   D. Theoretical Explanations for Abnormal Behavior
      1. Phenomenological (an existential approach to experiencing reality, as defined by Rogers and May)
      2. Intrapsychic (originates in faulty experiences in early life, i.e., Freud)
      3. Interpersonal (arising from differences in interpersonal experiences, as defined by Sullivan)
      4. Sociological (as defined by Szasz and Goffman)
      5. Biochemical (arising from the biological processes of the individual; e.g., genetics, chemical and pharmacological)
      6. Learning (as defined by Skinner)
      7. Epidemiological

II. Nursing Intervention
   A. Nurse-Patient Relationship
      1. Stages of relationship (Peplau)
      2. Communication skills
         a. Processes of communication (according to Berlo)
         b. Therapeutic and non-therapeutic (Hays and Larson)

* (The authors indicated for specific content areas are intended as a guide to understanding concepts and principles.)

c. Interviewing skills (Garrett)

3. Levels of prevention (theoretical framework as explained by Gerald Caplan)
   a. Primary prevention – reducing the incidence of mental disorders of all types in the community; crisis intervention (Aguilera)
   b. Secondary prevention – reducing the duration of mental disorders of all types in the community: understanding treatment concepts and their related nursing intervention (i.e., psycho-therapeutic, somatic)
   c. Tertiary prevention – reducing the impairment resulting from mental disorders of all types in the community

B. Nurse-Group Relationship
   Application of theories of group dynamics (Bennis, Bales)
   1. Interdisciplinary
   2. Community
   3. Nurse-family relationships

III. Nursing Evaluation
   Application of principles and concepts of evaluation, such as
   Validation with the Patient
   Re-examining Priorities of Goals
   Recording of Nursing Interventions
   Peer Review
   Accountability of the Nurse, for her own practice

SUGGESTED STUDY AID

A study aid may be ordered free from:

College Proficiency Examination Program
New York State Education Department
99 Washington Avenue
Albany, New York 12230

CPE COMMITTEE IN PSYCHIATRIC-MENTAL HEALTH NURSING

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ASSOCIATE IN NURSING REGENTS EXTERNAL DEGREE EXAMINATIONS

The Regents External Degree Examinations in nursing generally are used to satisfy requirements of the Regents External Degree Program leading to the Associate in Applied Science (nursing) or the Associate in Science (nursing) degree. College Proficiency Examinations in Nursing (described earlier) should *not* be taken to meet requirements of External Degrees in Nursing. Complete information on the Regents External Associate degrees in Nursing may be found in Part I of this catalog. Examination descriptions follow. The Clinical Performance in Nursing Examination is discussed on page 248.

Turn to Last Page of this Catalog to Order
College Proficiency and
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Study Guides

NURSING HEALTH CARE

OBJECTIVES

The Regents External Degree Examination in Nursing Health Care is designed primarily to test an individual's knowledge and understanding of the basic concepts in health, as well as the interrelationship of the psychosocial and cultural factors which affect health. The examination will focus on the health continuum, the health care delivery system, and factors influencing common health deviations. The examination will measure knowledge of health and the health care delivery system as they apply to nursing and influence the practice of nursing.

CONTENT

I. The Health Continuum
   A. Concepts of Health
      1. Definition of health (World Health Organization)
      2. Normal components necessary to maintain health
         a. Physiological
            1) Nutrition
            2) Oxygen
            3) Elimination
            4) Exercise, rest, and sleep
         b. Psycho-social
            1) Love
            2) Security
            3) Warmth
            4) Identity
            5) Privacy
            6) Communication
            7) Diversional activity
      3. Levels of health (different concepts of health)
         a. Levels of wellness
         b. Stress and adaptation
         c. Man adapting
         d. Health and sickness in society

   B. Factors Influencing Health
      1. Congenital
      2. Cultural
      3. Psycho-social
      4. Economic
      5. Age (e.g., developmental)
      6. Geographic location

7. Physical environment
8. Social environment
9. Stress

II. Factors Influencing Common Health Deviations
- A. Congenital
  1. Genetic errors and predispositions (e.g., inborn errors of metabolism, hemophilia)
  2. Intra-uterine development
     a. Structural (e.g., clef palate, mental retardation)
     b. Physiological
- B. Cultural Values and Attitudes
  1. Dietary patterns
  2. Religious restrictions, taboos, and beliefs
  3. Hygienic practices
- C. Psycho-Social
  1. Incomplete maturational development
  2. Stress and behavioral responses
     a. Physical
     b. Biological
     c. Emotional
  3. Societal trends (e.g., use of alcohol and drugs, changing family patterns)
- D. Economic
  1. Poverty
     a. Malnutrition
     b. Sanitation
     c. Housing conditions
     d. Barriers to provision for and/or utilization of health facilities
  2. Affluence
     a. Malnutrition
     b. Increased incidence of fatal and/or crippling accidents
- E. Environmental
  1. Geographic
     a. Parasitic and bacillary infections
     b. Natural disasters (e.g., floods, earthquakes, tornadoes)
     c. Seasonal changes resulting in an increased occurrence of different types of accidents
  2. Ecological (e.g., air, noise, and water pollution)

III. Health Care Delivery System
- A. Social Forces Bringing About Its Development
  1. Changing social and economic conditions
     a. Urbanization
     b. Industrialization
     c. Education
  2. Increasing awareness on part of government and its citizens
- B. Events Resulting From Social Forces
  1. Legislation
     a. Federal (e.g., Social Security, Medicare, Pure Food and Drug Act)
     b. State (e.g., Medicaid)
     c. Local (e.g., school laws)
     d. Public funding of projects and services
  2. Research
     a. Prophylaxis
     b. Immunization
     c. Chemotherapy
     d. Therapy
  3. Changing health needs of society
     a. Increased life expectancy
     b. Changing birth and death rates
     c. Availability of health services
- C. Current Practices and Trends in Delivery of Services
  1. Organization and administration
     a. Health team concept (including home care)
     b. Community involvement and responsibility
  2. Types of facilities
     a. Primary (e.g., preventive, maintenance and promotion of health, HMO's)
     b. Acute care facilities
     c. Extended care facilities (e.g., nursing homes, rehabilitation centers)

IV. Implications of Above Areas for Nursing

To participate effectively in the delivery of health services, the technical nurse requires:
- A. Knowledge of measures and techniques which promote health in varying degrees within the total health spectrum
  1. Prophylactic
  2. Therapeutic
  3. Supportive and palliative
  4. Rehabilitative
  5. Achieving optimal levels of wellness
     a. Within individuals
     b. Within families
- B. Ability to identify the interrelatedness of psycho-social and bio-physical factors in individual responses to health situations
  1. Illness as a response to psychological stress
  2. Psychological stress as a response to physiological stress or illness
  3. Environmental and cultural influences on health patterns
- C. Ability to select and apply measures to achieve possible health goals of individuals and families
  1. Health status
     a. Potential for it
     b. Limitations on it
  2. Available psychological, physical, and economic resources
     a. Community
     b. Family

c. Individual

D. Ability to communicate relevant health information pertaining to the on-going planning of health care
   1. To the individual
   2. To the family
   3. To members of the health team

E. Ability to participate in the on-going assessment of the effectiveness of measures and the need to modify measures
   1. Changes in health status
   2. Effectiveness of regimens and/or plans

SUGGESTED STUDY AID

A study aid may be ordered free from:
Regents External Degrees – Study Guides
99 Washington Avenue
Albany, New York 12230

REGENTS EXTERNAL DEGREE SUBCOMMITTEE IN NURSING HEALTH CARE

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COMMONALITIES IN NURSING CARE – AREA I

OBJECTIVES

In testing for a knowledge of nursing care and actions common to all people, the Regents External Degree Examination in Commonalities in Nursing Care will focus on the common, recurring nursing problems encountered by the technical nurse. While dealing with the knowledge on an integrated basis rather than by content area, the questions will assume a knowledge and understanding of anatomy and physiology, and technical vocabulary normally possessed by the associate degree nurse.

CONTENT

I. The Comfort, Rest, and Activity of Man
   A. Physical Stress
      1. Definition
      2. Indicators or signs of physical stress
      3. Factors creating physical stress (e.g., noises, pain, changes in temperature, and improper position or body mechanics)
      4. Adaptive mechanisms
   B. Psychological Stress
      1. Definition
      2. Indicators or signs of psychological stress
      3. Factors creating psychological stress (e.g., pain, lack of information, unfamiliar environment)
      4. Adaptive mechanisms
         a. Denial
         b. Withdrawal
         c. Acting out
         d. Coping
         e. Regression
   C. Mobility vs. Immobility
      1. Exercise needs
         a. Active
         b. Passive
      2. Activities of daily living – range of motion
      3. Effects of bed rest
      4. Effects of prolonged position
      5. Ambulation
      6. Principles of body mechanics for proper nursing actions
      7. Sleep
      8. Transfer techniques for moving patients
   D. Nursing Actions to Maintain Comfort, Rest and Activity
      1. Assessment
         a. Need for rest and activity within

the patient's limitations
b. Behaviors observed
c. Position of patient
d. Restrictions imposed on the patient's mobility
2. Plan for
a. Levels of prescribed activity
b. Periods of rest and activity
3. Implementation
a. Physical Comfort
1) Use comfort and/or supportive devises to maintain normal body alignment
2) Regulate environmental temperature
3) Eliminate or alleviate pain
4) Use measures (including medications) to induce rest and sleep
5) Use principles of body mechanics when transporting patients
6) Maintain mobility and muscle tone by use of appropriate exercises
7) Eliminate or minimize annoying noises, sights, and odors
b. Psychological comfort
1) Support patient's adaptive mechanisms
2) Establish a positive nurse-patient relationship
3) Keep channels of communication open
4) Involve patient in decision-making (e.g., plan of care)
4. Evaluation
a. Reviews methods used to induce comfort, rest and activity
b. Records and reports activity status of patient

II. Nutrition
A. Definition of Normal Nutrition
B. Factors Influencing Nutrition
1. Cultural differences
a. Regarding the significance and/or meaning of food
b. Regarding food preferences
2. Socio-economic
3. Physical environment (e.g., pleasant surroundings)
4. Adaptations in diet due to
a. Age group (e.g., consistency of food)
b. Physical or mechanical limitations (e.g., dental problems)
5. Effect of patient's physical condition on appetite
C. Essential Nutrients
1. The basic four
2. Effect on body of
a. Proteins
b. Fats
c. Carbohydrates
d. Vitamins
e. Minerals
3. Foods with high content of
a. Proteins
b. Fats
c. Carbohydrates
4. Normal caloric needs of individuals with regard to
a. Age group
b. Physical activity
D. Common Modifications in Diet (soft, clear liquid, full liquid, regular)
1. Foods included in each diet
a. Type of foods
b. Consistency of foods
2. Reasons for patient being placed on each type of diet
E. Nursing Actions Related to Nutrition
1. Assessing
a. Patient's food preferences
b. Whether or not food is ingested
c. Whether diet is appropriate for patient
2. Planning
a. Provide an environment (physical and psychological) conducive to good nutrition
b. Check food order for adherence to prescribed diet
c. Assist patient in food selection
d. Serve food at appropriate temperatures
3. Implementation
a. Assist patient as necessary
1) Positioning the patient
2) Placing food in field of vision
3) Providing appropriate devices (e.g., straws, feeding cups)
b. Encourage patient to do what he can for himself
c. Use appropriate techniques for feeding the patient (e.g., gavage)
4. Evaluation
a. Make problems known to appropriate member of health team
b. Determine and record amount of food ingested

III. Elimination
A. Common Disturbances
1. Intestinal (constipation, diarrhea)
a. Causes
b. Implications of each
c. Treatment of each
1) Measures to relieve
2) Medications used
2. Urinary (incontinence, frequency, retention)

a. Causes
b. Implications of each
c. Treatment of each
1) Measures to relieve
2) Medications used

B. Nursing Actions Related Elimination
1. Assessment
a. Identify the individual patient's daily pattern of bowel and bladder elimination
b. Identify common disturbances of the elimination process
2. Plan measures to support the normal pattern of elimination by providing
a. Adequate nutrition
b. Appropriate degree of exercise
c. Stress diminished environment
d. Privacy
3. Implement measures to support normal patterns of elimination
a. Position, time, and physical environment
b. Irrigate, instill, or empty fluid in bowel and bladder
1) Factors aiding fluid flow
2) Factors hindering fluid flow
c. Collect specimens
4. Evaluation (Record and Report)
a. Method of elimination
b. Frequency of elimination
c. Amount and characteristics of urine and stool
d. Time of elimination
e. Effect on patient of elimination

IV. The Skin and Mucous Membrane
A. Nursing Actions related to Maintaining the Integrity of the Skin
1. Assessment
a. Observe variations in
1) Skin turgor
2) Moisture of skin
3) Color
4) Temperature
5) Skin irritation and breakdown (decubiti)
6) Condition of hair and nails
b. Determine individual's need for assistance in maintaining this line of defense
1) Skin condition
2) Activity status
2. Planning
a. Plan time for hygienic care
b. Plan type of care needed
3. Implementation: Assist patient as required with
a. Normal needs
b. Variations observed during assessment

B. Nursing Actions related to Maintaining the Integrity of the Mucous Membrane
1. Assessment
a. Observe variations in
1) Color
2) Moisture
3) Break in continuity
4) Cleanliness
5) General condition
b. Determine individual's need for assistance in maintaining this line of defense
2. Planning
a. Plan time for hygienic care of natural body orifices
b. Plan type of care needed
3. Implementation: Assist patient with hygienic care of natural body orifices (i.e., eyes, mouth, nose, rectum, urethra, vagina)
a. Artificial devices
b. Conditioners
c. Proper equipment

SUGGESTED STUDY AID

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COMMONALITIES IN NURSING CARE – AREA II

OBJECTIVES

In testing for a knowledge of nursing care and actions common to all people, the Regents External Degree Examination in Commonalities in Nursing Care will focus on the common, recurring nursing problems encountered by the technical nurse. While dealing with the knowledge on an integrated basis rather than by content area, the questions will assume a knowledge and understanding of anatomy and physiology, and technical vocabulary normally possessed by the associate degree nurse.

CONTENT

I. Fluid and Electrolyte Balance
  A. Fluid Imbalance
    1. Signs and symptoms of a deficiency of fluids
    2. Signs and symptions of an excess of fluids
  B. Electrolyte Imbalance (i.e., sodium, potassium, calcium, chloride)
    1. Signs and symptoms of a deficiency of each
    2. Signs and symptoms of an excess of each
  C. Common Interferences Affecting Fluid and Electrolyte Balance
    1. Perspiration
    2. Vomiting
    3. Diarrhea
    4. NPO
  D. Replacement of Fluids and Electrolytes
    1. Natural
    2. Artificial (parenteral)
  E. Nursing Actions Related to Fluid and Electrolyte Balance
    1. Assessing the signs and symptoms of imbalance
      a. Increased or decreased output
      b. Dry mouth
      c. Poor skin turgor
      d. Color
      e. Change in weight
      f. Thirst
      g. Edema
    2. Plan
      a. An adequate fluid intake
      b. A pattern of fluid intake based on individual patient's needs and preferences
    3. Implementation
      a. Measure and record intake and output
      b. Assist with parenteral administration of fluids
        1) Calculate flow rate
        2) Monitor flow rate
        3) Change bottles
        4) Look for signs of untoward reactions
      c. Weigh patients
      d. Ways to restrict fluid intake (e.g., informing patient, limiting amount of fluid at bedside, using sign stating NPO or restricted fluids)
      e. Ways to promote fluid intake (e.g., informing patient, increasing amount of fluid at bedside, use sign stating force fluids)
    4. Evaluation
      a. Record and report results of nursing actions in relation to plan of care
      b. Record and report observations in relation to plan of care

II. Asepsis
  A. Concepts Pertaining to Asepsis
    1. Disinfection
    2. Sterilization
    3. Barriers
      a. Medical asepsis (containment)
      b. Surgical asepsis (exclusion)
    4. Infection
      a. Common sources
      b. Common methods of transmittal
        1) Food
        2) Air
        3) Blood
        4) Excreta
  B. Nursing Actions Relating to Asepsis
    1. Assess the adequacy of the physical environment to contain or exclude organisms
    2. Plan
      a. To determine the appropriate methods to be used
      b. To secure the appropriate barriers to implement the technique
    3. Implement
      a. Appropriate actions to contain organisms
      b. Appropriate actions to exclude organisms
    4. Continuous reassessment of the physical environment

a. Recognize breaks in aseptic technique
b. Correct breaks in aseptic technique

III. Communication and Interpersonal Relations
A. Definition of a Relationship
1. Social vs. therapeutic
B. Ingredients in a Relationship
1. Caring
2. Love
3. Trust
4. Self-esteem
5. Dependency
6. Acceptance
C. Factors Influencing a Relationship
1. Perception of relationship
a. Self
b. Social and cultural values
c. Experiences
d. Needs
2. Roles (assumed and assigned)
a. Nurse as person
1) Various roles
b. Patient as person
1) Various roles
D. Communication
1. Definition
a. Goal-directed
2. Techniques
a. Verbal
1) Using broad opening statements
2) Reflecting
3) Validating
b. Non-verbal
1) Silence
2) Posture (i.e., body language)
3) Facial expressions
E. Factors Limiting Communication
1. Unfamiliar environment or task
a. Fear
b. Anxiety
2. Language barriers
3. Facial expression
4. Tone of voice
5. Adaptive mechanisms
F. Nursing Actions Related to Interpersonal Relations and Communication
1. Assessment
a. Identify overt and covert behavior
b. Determine need for communication
2. Provides ways to open channels of communication
3. Implementation
a. Listening
b. Posture
c. Use of therapeutic technique to facilitate communication
4. Evaluation
a. Validate findings with other personnel and family
b. Reorder plan for communication

IV. Safety
A. Mechanical
1. Protective devices
a. Side rails
b. Restraints
2. Equipment in proper working order
3. Environmental hazards (e.g., falls)
B. Thermal
1. Fire prevention
2. Application of heat and cold
3. Use of electrical equipment
C. Chemical
1. Technique of administration of medications
2. Radiation hazards (e.g., X-rays)
D. Nursing Actions Related to Safe Environment
1. Assessment
a. Patient's physical and mental capabilities
b. Note potential hazards in patient's environment
2. Planning
a. Orient patient to environment
b. Orient personnel to environment
c. Provide for protective measures
3. Implementation
a. Checks working order of equipment prior to use
b. Checks physician's order for treatments
c. Checks identification of patient
d. Checks at appropriate intervals of therapy
e. Knows fire regulations of health facility
f. Knows location of patients
g. Uses equipment for purposes intended
h. Prepares incident reports for accidents
i. Places furniture in appropriate position for safe mobility
j. Places bell cord in convenient position for patient
k. Reports and/or replaces defective equipment
4. Evaluation
a. Observes and records implementation of safety measures
b. Determines appropriateness of safety measures

V. Oxygenation
A. Facilitate Supply of Oxygen
1. Ventilation
2. Patent airway
3. Position
4. Replacement therapy
5. Tracheal suctioning

B. Signs of Excess and Deficiency of Oxygen Supply
C. Nursing Actions Related to Oxygenation
   1. Assessment
      a. Observe for oxygen excess or deficiency
         1) Color
         2) Tolerance for activity
         3) Vital signs – alterations
   2. Planning
      a. Knows location of emergency oxygen tank
      b. Provide for ventilation or air supply
      c. Checks position
   3. Implementation
      a. Eliminate hazards in environment (e.g., signs, electrical equipment)
      b. Uses proper devices to maintain oxygen supply
         1) Tent
         2) Mask
         3) Cannula
         4) Suction apparatus
      c. Regulates oxygen flow
      d. Mouth to mouth resuscitation
   4. Evaluation
      a. Record and report oxygen flow and concentration where appropriate
      b. Record and report vital signs
      c. Record and report signs of oxygen excess and deficiency

SUGGESTED STUDY AID

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Sister Gail Waring, *Maria College*

DIFFERENCES IN NURSING CARE: AREA I

OBJECTIVES

This examination is designed to test an individual's knowledge and understanding of the common and specific manifestations of health problems. The examination will focus mainly on these manifestations as a basis for nursing care, but it will not test explicitly for specific knowledge of health problems, diseases or organ dysfunction. The examinee will be required to know how the differences in nursing care result from specific health problems and the individual's response.

The examination will test for nursing knowledge in the areas of Medicine, Surgery, Obstetrics, Pediatrics and Psychiatry.

A knowledge and understanding of anatomy and physiology, and emotional and physical developmental levels will be required to deal with acute and long-term health problems which can occur during the life cycle from birth through senescence.

CONTENT

I. Oxygenation
   A. Common manifestation of alterations in oxygenation
      1. Body temperature
      2. Skin Color
      3. Behavioral Response
         a. Anxiety
         b. Perception
         c. Sensory changes
      4. Cell nutrition
   B. Specific factors influencing differences in response to impaired oxygenation
      1. Site (local vs. systemic)

2. Causative factors
   a. Intake – supply
   b. Absorption
   c. Transportation
   d. Utilization
3. Extent or severity
4. Duration
5. The individual's response
   a. Age
   b. Physical stress
6. Prevention

C. Nursing care related to common manifestations (e.g., nutrition, medications)
1. Increase oxygen supply to cell
   a. Positioning
   b. Reduce pressure
   c. Ventilation
   d. Nutrition
2. Reduce cell demand for oxygen
   a. Physical
      (1) Rest
      (2) Immobilization
   b. Behavioral
      (1) Limit external stimuli
      (2) Opportunity for expression of feelings
      (3) Provision of needed information about illness

D. Nursing care related to individuals with an oxygen problem differs because of the following factors
1. Prevention
2. Duration
3. Increase supply
4. Decrease demand
5. Physiological level of development

II. Cell Growth

A. Common manifestations in cell growth
1. Alteration in size
2. Alteration in rate of growth
3. Altered function of involved cell
4. Changes in vascularity
5. Displacement of surrounding tissue
6. Anxiety

B. Specific factors influencing the differences in cell growth (e.g., nutrition, medications)
1. Site
2. Susceptibility of cell (predisposing or potentiality)
3. Extent or severity
4. Individual's response
   a. Age
   b. Physiological development
   c. Level of physical and emotional resistance
   d. Psycho-social development

C. Nursing care related to common manifestations in cell growth
1. Participation in dissemination of information
   a. Prevention
   b. Detection
   c. Diagnosis
   d. Treatment
2. Reorganization of patient's defenses
   a. Allowing time for expression of feelings
   b. Provision of needed factual information about condition and community resources to patient and family
   c. Protect patient from superimposed stress
      (1) Physical (e.g., rubella, infections)
      (2) Emotional (e.g., explanation of procedures)
   d. Rehabilitation
3. Management of nutritional needs
   a. Dietary
      (1) Restrictions
      (2) Alterations
      (3) Replacements
   b. Fluid and electrolytes
      (1) Restrictions
      (2) Alterations
      (3) Replacements
4. Recognition of patient's fear and anxiety related to the ideation of
   a. Changes in body image
   b. Pain
   c. Death

D. Nursing care related to individuals with cell growth differs because of the following factors
1. Extent or severity
2. Age and physiological level of development
3. Emotional
4. Social-cultural
5. Loss of function
6. Nutrition

SUGGESTED STUDY AID

A study guide may be ordered free from:

Regents External Degrees – Study Guides
99 Washington Avenue
Albany, New York 12230

REGENTS EXTERNAL DEGREE SUBCOMMITTEE IN DIFFERENCES IN NURSING CARE: AREA I

Thais Ashkenas, *Orange County Community College*
Nancy Bond, *State University of New York Agricultural and Technical College at Morrisville*
Rose Marie McMahon, *Queensborough Community College*
Edith Schwarz, *State University Agricultural and Technical College at Farmingdale*

DIFFERENCES IN NURSING CARE: AREA II

OBJECTIVES

This examination is designed to test an individual's knowledge and understanding of the common and specific manifestations of health problems. The examination will focus mainly on these manifestations as a basis for nursing care but will not test explicitly for specific knowledge of health problems, diseases or organ dysfunction. The examinee will be required to know how the differences in nursing care result from specific health problems and the individual's response.

The examination will test for nursing knowledge in the areas of Medicine, Surgery, Obstetrics, Pediatrics and Psychiatry. A knowledge and understanding of anatomy and physiology, and emotional and physical developmental levels will be required to deal with acute and long-term health problems which can occur during the life cycle from birth through senescence.

CONTENT

I. Behavioral Responses
   A. Common manifestations
      1. Anxiety
      2. Use of defense mechanisms

   B. Specific factors influencing differences in responses
      1. Individual
         a. Personality
         b. Developmental level
         c. Past experience (e.g., family, health status)
         d. Biochemical, genetic influence
      2. Culture (e.g., race, religion, nationality, ethnic group)
      3. Environment
         a. Situation
         b. Setting
         c. Time
         d. Number or degree

   C. Nursing care related to common manifestations (e.g., listening to the patient, encouraging communication, recognizing the patient's strengths and limitations, manipulating the environment – chemical restraints)
      1. Help the patient reorganize his defenses
      2. Reduce stress

   D. Nursing care related to individuals with problems manifested by behavioral responses differs because of the following factors
      1. Communication
      2. Interpersonal relations
      3. Self-concept (body image)
      4. Reality-testing
      5. Affect
      6. Physical function

II. The Body Secretions (Endocrine)
   A. Common manifestations of alterations in the regulatory process
      1. Excess/or deficiency of secretion
      2. Fluid and electrolyte imbalance
         a. Blood changes
         b. Excretory changes
         c. Inter and intra cellular changes
      3. Physical changes
         a. Weight
         b. Stamina
         c. Vital signs
         d. Skin
      4. Emotional changes
         a. Mood
         b. Intellectual activity
            (1) Perception
            (2) Reality-testing
            (3) Body image
      5. Feed-back mechanism

B. Specific factors influencing differences in the response to the alteration in regulatory process
   1. Site
   2. The individual's response
      a. Age
      b. Level of development
      c. Amount of secretion
      d. Functioning of feed-back mechanism
      e. Physical factors
         (1) Preceding
         (2) Superimposed

C. Nursing care related to common manifestations (e.g., nutrition, medications)
   1. Reorganization of the patient's defenses
      a. Protect from superimposed stress
         (1) Emotional
         (2) Physical
      b. Provide patient with needed factual information about his illness
      c. Replacement therapy-hormonal
   2. Management of nutritional needs
      a. Dietary
         (1) Restrictions
         (2) Alterations
         (3) Replacement
      b. Fluid and electrolyte
         (1) Restrictions
         (2) Alterations
         (3) Replacement
   3. Recognition of emotional needs
      a. Difficulty arising from accepting and following regimes
      b. Mood changes resulting from internal rather than external source
   4. Management of emotional needs
      a. Control of external stimuli
      b. Provide opportunity for communication

D. Nursing care related to individuals with an altered regulatory process differing because of
   1. Pathophysiological effect on developmental stage
   2. Behavioral response
   3. Nutritional response
   4. Other organs affected
   5. Normal developmental stages

SUGGESTED STUDY AID

A study aid may be ordered free from:

Regents External Degrees – Study Guides
99 Washington Avenue
Albany, New York 12230

REGENTS EXTERNAL DEGREE SUBCOMMITTEE IN DIFFERENCES IN NURSING CARE: AREA II

Catherine Kelly, *State University Agricultural and Technical College at Canton*
Carol Lofstedt, *Bronx Community College*
Linnea Luuri, *Corning Community College*
Patricia Reckenbeil, *Suffolk County Community College*
Hilda Richards, *Medgar Evers College of the City University of New York*
Ethel Sawyer, *Mohawk Valley Community College*

DIFFERENCES IN NURSING CARE: AREA III

OBJECTIVES

This examination is designed to test an individual's knowledge and understanding of the common and specific manifestations of health problems. The examination will focus mainly on these manifestations as a basis for nursing care but will not test explicitly for specific knowledge of health problems, diseases or organ dysfunction. The examinee will be required to know how the differences in nursing care result from specific health problems and the individual's response.

The examination will test for nursing knowledge in the areas of Medicine, Surgery, Obstetrics, Pediatrics and Psychiatry. A knowledge and understanding of anatomy and physiology, and emotional and physical developmental levels will be required to deal with acute and long-term health problems which can occur during the life cycle from birth through senescence.

CONTENT

I. The Infectious Process
   A. Common manifestations of the infectious process
      1. Discomfort
         a. Physical
         b. Emotional
      2. Edema
      3. Immobility
      4. Heat
      5. Erythemia
      6. Immunological response (phagocytosis, antigen antibody reaction)
   B. Specific factors influencing differences in response to the infectious process
      1. Site
      2. Causative factor
      3. Extent or severity
      4. Local vs. systemic
      5. The individual's response
         a. Level of resistance (physical and emotional)
         b. Age
   C. Nursing care related to common manifestations (e.g., isolation, rest, immobilization, nutrition, medication)
      1. Limit the spread of infection
         a. To other parts of the body
         b. To other persons
      2. Help the patient reorganize his own defenses
      3. Management of nutritional needs
   D. Nursing care related to individuals with an infectious process differs because of the following factors
      1. Mode of transmission
      2. Level of physiological development of patient
      3. Level of psycho-social development of patient
      4. Function of the body part involved
      5. Extent of infection

II. Tissue Trauma
   A. Common manifestations of tissue trauma
      1. Inflammatory process
         a. Edema
         b. Heat
         c. Erythemia
         d. Immobility
      2. Discomfort
         a. Physical (pain)
         b. Emotional
      3. Hard or soft tissue alteration
   B. Specific factors influencing differences in response to the tissue trauma
      1. Site
      2. Causative factor
      3. Extent or severity
      4. Individual's response
         a. Age
         b. Psycho-social development
         c. Physiological development
   C. Nursing care related to the common manifestations (e.g., medications)
      1. Limiting the extent of trauma
         a. Prevention of infection
         b. Prevention of further loss of function
            (1) Contractures
            (2) Deformities
            (3) Atrophy
      2. Reorganization of patient's defenses
         a. Reduction of pain
         b. Replacement of tissue fluid and electrolyte loss
         c. Rehabilitation
         d. Emotional support
            (1) Allowing time to express feelings
            (2) Provision of needed factual information such as condition and community resources
   D. Nursing care related to individuals with tissue trauma differs because of the following factors
      1. Site
      2. Causative factor
      3. Extent or severity
      4. Age and physiological development
      5. Emotional
      6. Social-cultural
      7. Nutritional

III. Neuromuscular Network
   A. Common manifestations of an impaired neuromuscular network
      1. Impaired motor function
         a. Coordination
         b. Mobility
      2. Impaired sensory function
         a. Changes in sensory perception
      3. Emotional discomfort
   B. Specific factors influencing differences in response to the impaired neuromuscular network
      1. Site
      2. Causative factor
      3. Extent or severity
      4. Peripheral vs CNS
      5. Individual's response
         a. Age
         b. Level of physiological development
         c. Psycho-social development
   C. Nursing care related to common manifestations (e.g., medications)
      1. Control of environment to protect patient
      2. Prevention of further loss of function
         a. Nutrition

b. ROM
c. Position
3. Reorganization of patient's defenses
a. Allowing time for expression of feelings
b. Provision of needed factual information about condition and community resources to patient and family
c. Rehabilitation

D. Nursing care related to individuals with an impaired neuromuscular network differs because of the following factors:
1. Site
2. Causative factor
3. Extent or severity
4. Emotional
5. Social-cultural

SUGGESTED STUDY AID

A study aid may be ordered free from:

Regents External Degrees – Study Guides
99 Washington Avenue
Albany, New York 12230

REGENTS EXTERNAL DEGREE SUBCOMMITTEE IN DIFFERENCES IN NURSING CARE: AREA III

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Phyllis Pelikan, *Nassau Community College*
Gail Rosettie, *Maria College*
Nancy Schultz, *Nassau Community College*

OCCUPATIONAL STRATEGY (NURSING)

OBJECTIVES

The Regents External Degree Examination in Occupational Strategy is designed primarily to test an individual's knowledge and understanding of the role of the technical nurse as he contributes to the current practice of nursing and the function of the technical nurse within the legal limitations placed on the profession. The major focus of the examination is the health team, the nursing team, and the legal guidelines to nursing practice. However, knowledge of how licensure, nursing organizations, and ethical and educational guidelines influence the technical nurse's function within the field of nursing also is tested.

CONTENT

I. The Health Team and the Nursing Team

A. Composition (i.e., members) of each team
B. Function of individual members of each team
C. Responsibilities of individual members of each team
D. Responsibilities of the associate degree nurse
1. Factors influencing responsibility
a. Institution policies
b. Hierarchy of authority (formal and informal)
2. Channels of communication
E. Interlocking and overlapping role responsibility and accountability for all members of each team
1. Utilization of the associate degree nurse with regard to her preparation

II. Legal Guidelines to Nursing Practice
A. Licensure
1. Purpose
2. Legal source
a. U.S. Constitution
b. States' rights – police power
1) different state requirements and policies
2) endorsement policy
3. Obtaining and maintaining the right to practice
4. Revocation of licensure
a. Causes of revocation

b. Procedure for bringing disciplinary action
c. Possible outcomes

B. Nurse Practice Acts
1. Significance of these acts
2. States' rights and differences in various states' acts
3. Guideline to the practice of nursing

C. Civil, common, and criminal laws
1. Understanding the implication of significant legal terms
2. Distinction among civil, common, and criminal law
3. Legal implications of drug administration
4. Legal implications of Good Samaritan Acts, privileged communication, and child abuse acts to the practice of nursing
5. Extent of legal accountability of the associate degree nurse
a. Legal documents
b. Liability insurance

III. Ethical Guidelines to Nursing Practice
A. Professional (American Nurses' Association)
1. Code of ethics
2. Standards of practice
B. Personal: awareness of the human rights of man

IV. Educational Guidelines
A. Differences among levels of academic preparation
B. General purpose of academic preparation at each level
C. State approval of academic programs

V. Organizations: Purposes, Membership Requirements, Reasons for Membership, Publications
A. American Nurses' Association
B. National League for Nursing
C. Community organizations influencing the nursing profession
1. Political
2. Voluntary health associations (e.g., Heart Association, Cancer Society)

SUGGESTED STUDY AID

A study guide may be ordered free from:

Regents External Degrees – Study Guides
99 Washington Avenue
Albany, New York 12230

REGENTS EXTERNAL DEGREE SUBCOMMITTEE IN OCCUPATIONAL STRATEGY

Patricia Beck, *Hudson Valley Community College*
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Barbara Heller, *State University of New York Agricultural and Technical College at Farmingdale*
Kathleen Mack, *Genessee Community College*
Phyllis Pelikan, *Nassau Community College*

CLINICAL PERFORMANCE IN NURSING

Summary Description: The following summary is not a full examination content description, which can be obtained from the Regents External Degree Program Office, but rather an abbreviated statement covering the major aspects of the examination.

The Clinical Performance in Nursing Examination (CPNE) is a 2½ day examination administered totally in a general hospital (only in Albany at this time). It is designed to test a candidate's ability to perform as a registered nurse at the Associate degree level, and to test those areas that cannot be evaluated on written examinations. Candidates are eligible to take the CPNE only after they have successfully completed or have waived the seven written Regents External Degree Nursing examinations. The CPNE is administered throughout the year by appointment and will be given primarily on weekends (Friday-Sunday). The examination fee is $250.

The examination includes a maximum of two simulated nursing laboratory situations, three adult Patient Care Situations (PCSs) and two child PCSs. To pass the Performance Examination each candidate must successfully complete one of the laboratory situations, two of the adult PCSs and one of the child PCSs. The faculty has carefully determined those nursing actions which must be correctly performed by the candidates, including specific actions called Critical Elements. To be successful in a PCS a candidate must perform with 100% accuracy according to the Critical Elements which are outlined in the Nursing Process Assessment Guide section of the Clinical Performance Study Guide.

Each area of nursing care is specifically defined and all of the Critical Elements for it are listed. Patients are selected because they require these areas of care and candidates are evaluated on the basis of their performance of the Critical Elements. Some areas of care are: Personal Hygiene, Vital Signs, Mobility, Fluids, Suctioning, Irrigations, Surgical Dressings, Medications, Infant Feeding, etc.

Following is an example of an area of nursing care and its Critical Elements.

Areas of Care	*Critical Elements*
MEDICATIONS: The administration of drugs by any route: by mouth, intramuscular, intravenous, subcutaneous or other routes	1. Secures the correct medication 2. Measures the correct dosage 3. Administers the correct drug to the correct patient 4. Uses the correct route and/or site for administering the medication 5. Administers the medication within ½ hour of the scheduled time 6. If IV Medication: a. clears air from tubing before initiating flow b. verifies patency of tube before initiating flow c. administers or regulates flow to deliver correct amount in correct period of time 7. Records medications

An evaluator will closely observe each candidate during the administration of all aspects of nursing care. Evaluators are associate degree nurse educators who have received a special orientation for this role. Since this is a performance examination, evaluators will judge the candidate's actions according to the Nursing Process Assessment Guide; candidates will *not* be asked to explain their actions except as specified on the Nursing Care Plan. Theory has already been tested on written examinations.

Laboratory Simulation

In the laboratory portion of the examination the candidate simulates the preparation and administration of IV, IM and oral medications and the application of a sterile dressing. An evaluator observes all aspects of the simulations, using the same critical elements as are used in the Patient Care Situations.

The Patient Care Portion of the Examination

The candidate will be required to successfully plan, implement and evaluate complete nursing care for a minimum of three patients, (two adults and one child) and a maximum of five patients (three adults and two children). Planning consists of writing a Nursing Care Plan (NCP), which

requires listing the patient needs for nursing care, specifying priorities for nursing care. Only after the NCP is approved by the evaluator, may the candidate begin to implement the nursing care required by the particular patient. The candidate's evaluation of the care given and revision of the NCP are part of each PCS.

When a candidate fails any critical element or in any way violates principles of asepsis or jeopardizes the physical and/or emotional well-being of the patient, that PCS is terminated and failed. This degree of stringency is required for the protection of patients and the assurance of quality performance; candidates are given three opportunities to pass two adult PCSs and two opportunities to pass one child PCSs. During the 2½ day examination each candidate is evaluated by at least three different Evaluators to minimize potential bias in the evaluation process.

The CPNE may be considered a diagnostic or self-learning experience and candidates who fail the examination may retake it at a later time. The requirements for reapplication are given in the study guide.

The candidate will know the outcome of the CPNE at the conclusion of the examination.

Schedule

The Schedule for the 2½ day examination is as follows:

Day 1 -	4:30	Orientation to examination and to hospital units; Lab 1
Day 2 -	7:30 a.m. - 1 p.m. 2:30 - 3:30 p.m.	PCS 1 and 2 Lab 2 (if needed)
Day 3 -	7:30 a.m. - 4:30 p.m.	PCS 3-5

Study Guide

The candidate Study Guide specifies all areas of nursing care that may be selected, all critical elements, and all rules and regulations pertaining to the Clinical Performance Examination. It also includes suggestions on methods of preparation for the exam. The Study Guide is available on request from the program office.

REGENTS EXTERNAL DEGREE SUBCOMMITTEE IN CLINICAL PERFORMANCE IN NURSING

Helen Burnside, *State University of New York Central Administration*
Sylvia Edge, *Middlesex Community College*
Violet Katz, *Bronx Community College*
Marianne Lettus, *Hudson Valley Community College*
Mildred Montag, *Teachers' College, Columbia University*
Lois Muzio, *Empire State College of the State University of New York*
Alice Rines, *Teachers' College, Columbia University*
Dolores Saxton, *Nassau Community College*
Rose Tantalo, *Monroe Community College*
Mary Zimmerman, *Queensborough Community College*

OTHER INDEPENDENT STUDY PROGRAMS

EMPIRE STATE COLLEGE

Empire State College, of the State University of New York, is a non-residential college that offers non-traditional, individualized programs of study that are developed according to student's particular interests and educational needs.

Under the guidance of an ESC faculty "mentor", a student draws up a "learning contract" which outlines his goals and topics of study. A learning contract may include one or more of the following methods of study: Independent study under the guidance of a "mentor"; Formal course work at another college; Travel; Independent research; Correspondence or media courses designed for self-study.

A wide variety of academic offerings are available at the college's 25 learning centers and units that are spread across New York. Admission is monthly throughout the year. Bachelor and Associate degrees are awarded.

Empire State College also coordinates SUNY's Independent Study Program which offers 111 correspondence courses in 13 fields of study. Those interested in the SUNY-wide program may enroll at Empire State College or at any other participating State University campus.

For further information or applications contact:

Director of Admissions
Empire State College
State University of New York
2 Union Avenue
Saratoga Springs, New York 12866

NYC REGIONAL CENTER FOR LIFE-LONG LEARNING

The NYC Regional Center for Life-Long Learning was established in 1974 as a clearinghouse for postsecondary continuing education programs and courses in New York City. It provides a telephone information-referral service on continuing education programs and courses beyond the level of high school in the five boroughs and also publishes a *Directory of Continuing Education Opportunities in New York City* ($5 directory fee for the 1974 edition). Persons who wish to use the telephone service may call Area 212: 285-3210 between the hours of 10 a.m. - 5 p.m. weekdays. Mail inquiries – which should indicate the specific subject or field of interest (e.g. music, stenography), borough of preference, whether a course or program is desired, and a return address and telephone number – may be forwarded to the following address:

NYC Regional Center for Life-Long Learning
P.O. Box 495
New York, New York 10038

The Center is funded as a public service by Title I of the Higher Education Act of 1965, administered by the New York State Education Department.

THE REGIONAL LEARNING SERVICE OF CENTRAL NEW YORK

The Regional Learning Service assists people interested in independent study and off-campus degree programs. It does not award degrees itself; it helps people to find enrichment in all educational resources and to earn academic certification from the Regents External Degree Program, Empire State College of the State University of New York, colleges and universities in Central New York, and others. RLS facilitates educational use of formal and informal learning opportunities in colleges and universities, in business and industry, in trade unions and vocational institutes, in cultural and social agencies, in libraries and laboratories, and in mass media and home study programs.

Learning consultants of RLS provide personalized support to independent students in Central New York of all ages and educational levels. In a variety of individual and small group settings, learning consultants assist people:

1. To develop realistic occupational and educational goals;
2. To assess their standing in relation to these goals;
3. To select the courses, tutors and other educational options in the region most appropriate to their goals, educational needs, learning styles, personal schedules, and economic situations;
4. To prepare for State and national examinations relevant to their academic progress;
5. To receive academic credit for learning they achieve through study, work, and life experiences outside of academic institutions;
6. To continue their learning efforts until their educational goals are reached.

The Regional Learning Service is sponsored by the private and public 2-year and 4-year colleges and universities that belong to the Central New York Consortium for the External Degree. For information write:

Director
Regional Learning Service
of Central New York
405 Oak Street
Syracuse, New York 13203 or telephone: Area 315, 477-8711.
or telephone: Area 315, 477-8425

UNIVERSITY WITHOUT WALLS

The University Without Walls is a nontraditional degree program established to encourage research and experimentation in higher education. It was founded by the Union for Experimenting Colleges and Universities, an association of 25 institutions, whose headquarters is at Antioch College, Yellow Springs, Ohio. Five of these institutions are located in New York State. Although there is great variety in University Without Walls programs, all institutions involved are committed to common ideas and goals. Among these key concepts are wide age range, broader range of resources, individualized programs, adjunct faculty, the fostering of self-disciplined study, and assessment of competence rather than counting of credit hours. The five New York State institutions with University Without Walls units are:

Bard College
Annandale-on-Hudson, New York 12504

Friends World College
Westbury, New York 11590

Hofstra University
Hempstead, N.Y. 11559

Skidmore College
Saratoga Springs, New York 12866

New York University
New York, New York 10012

ADDITIONAL INDEPENDENT STUDY PROGRAMS

Because of the increasing numbers of individuals who wish to obtain college credit for independent study, and the pressing need to develop alternate routes toward obtaining post-secondary education, growing numbers of colleges are now offering special degree programs to meet the needs of mature persons seeking college degrees. Some of the main features of these programs are:

- Preadmission counseling to evaluate the applicant's background and experience in order to place him at an appropriate level in college
- Courses geared to interests of adults in content and approach
- Program formats and schedules geared to the convenience of individuals having responsibilities to job, family, and community. Some programs provide for this through evening seminars, some through various types of off-campus study. In these instances, residence requirements are either totally abolished or kept at a minimum.

For more information on these programs and matriculation requirements write to any of the following colleges:

Brooklyn College
Special Degree Program for Adults
3219 Boylan Hall
Brooklyn, New York 11210

School of Continuing Education and Extension Services
Washington Square College of Arts & Sciences
New York University
10 East Eighth Street
New York, New York 10003

Weekend College Office
C. W. Post Center
Long Island University
Greenvale, N.Y. 11548

Adult Collegiate Education Program
Queens College
65-30 Kissena Boulevard
Flushing, New York 11367

Independent Studies Program
Syracuse University
610 East Fayette Street
Syracuse, New York 13202

Bachelor of Professional Studies Program
Pace University
Pace University Plaza
New York, New York 10038

External Degree Program
New York Institute of Technology
268 Wheatley Road
Old Westbury, New York 11568

Office of Continuing Education
Bachelor of Arts in Liberal Studies
State University College at Brockport
Brockport, New York 14420

Excel Program
Fordham University at Lincoln Center
60th Street and Columbus Avenue
New York, New York 10023

Note: Neither the College Proficiency Examination Program nor the Regents External Degree Program sponsors or endorses any instructional programs or courses of study.

HOME STUDY COURSES

There are many good home study courses offered by colleges and by private home study schools. Unfortunately some organizations provide little for the fees they charge. Before signing up for a home study course, the students should check on the reputation of the organization offering it, be sure that the course is in the subject and *at the level* in which they are interested, and read carefully any contract they are asked to sign.

Many colleges and universities across the country offer correspondence courses. A complete list of these schools and the courses they offer is available from:

Independent Study Division
National University Extension Association
One Dupont Circle, Suite 360
Washington, D.C. 20036 (catalog fee: $1.00)

Information on the State University of New York's Independent Study Program, coordinated by Empire State College, can be obtained by writing:

Independent Study Program
Empire State College
State University of New York
2 Union Avenue
Saratoga Springs, New York 12866

A directory of schools which offer correspondence courses, although not necessarily on the college level, is available from:

National Home Study Council
1601 18th Street, N. W.
Washington, D.C. 20009

Section 5001 of the New York State Education Law prescribes that private schools, including those offering correspondence courses, located in the State be licensed by the State Education Department. Such a license is issued when the Department has assured itself that the school has met the requirements of the law and the regulations of the Department. Many of these schools do not offer college-level courses, so prospective enrollees should check to make sure that courses will meet their needs. Questions concerning licensure of particular schools in New York State may be directed to:

Bureau of Occupational School Supervision
New York State Education Department
99 Washington Avenue, Room 1618
Albany, New York 12230

COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)

A national proficiency examination program called the College-Level Examination Program of the College Entrance Examination Board administers examinations every month at many testing centers throughout New York State and the United States. The College-Level Examination Program offers General Examinations and Subject Examinations similar to those offered by the College Proficiency Examination Program.

The CLEP tests can be used to satisfy Regents External Degree requirements and many colleges will also recognize performance on these tests. The candidate should check with the Director of Admissions or other personnel at the college or university from which he wishes to receive credit.

For information on CLEP write to:

College-Level Examination Program
Box 1824
Princeton, New Jersey 08540

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The College Proficiency Examination Program is a unit of the State Education Department's Office of Higher and Professional Education, under the supervision of:

T. Edward Hollander, Deputy Commissioner for Higher and Professional Education

Alvin P. Lierheimer, Associate Commissioner for Higher Education

ORDER FORM FOR COLLEGE PROFICIENCY EXAMINATION AND REGENTS EXTERNAL DEGREE EXAMINATION STUDY GUIDES

Please check the title of all examinations for which you wish to have a study guide. Then mail this form to:

Study Guides
College Proficiency and
Regents External Degree Examinations
99 Washington Avenue
Albany, New York 12230

Study Guides for College Proficiency Examinations

____Adult Nursing
____African and Afro-American History
____American History
____American Literature: Beginnings to Civil War
____American Literature: Civil War to Present
____Anatomy and Physiology
____Biology
____Corrective and Remedial Instruction in Reading (graduate level)
____Criminal Investigation
____Earth Science
____Educational Psychology
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QUICK INDEX

PAGE

Advisors – College Proficiency Examinations/Regents External Degrees 26
Application Procedures – College Proficiency and
Regents External Degree Examinations 141
Associate in Arts Degree 32
Associate in Science Degree 45
Associate Degrees in Nursing 54
Bachelor of Arts Degree 77
Bachelor of Science Degree 93
Bachelor of Science (business administration) Degree 104
Correspondence Directory . . . . . .inside back cover
Costs – College Proficiency Examinations 134
Costs – Regents External Degrees 24
Duplication of Credit 21
Earning Credits Toward A Regents External Degree 8
Enrollment Procedures – Regents External Degrees 29
Examinations – Alphabetical Listing of Content Descriptions 144
Grading – College Proficiency and Regents External Degree Examinations 135
Grading – Regents External Degree Program Requirements 22
Preparation for College Proficiency Examinations 139
Regents Credit Bank 124
Special Assessment 20
Status Reports and Transcripts (Regents External Degrees) 23
Study Guide/Order Form 258
Teacher Certification 137
Transcripts (College Proficiency Examinations) 136
Use of College Proficiency Examinations 136